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ABSTRACT

This guide provides materials related to the management of the Maryland Adult Performance Program (Project MAPP). The Project MAPP model is comprised of assessment, instruction, management/guidance, and staff development components. Section I provides the rationale for this competency-based educational delivery system for adult learners enrolled in adult basic education (ABE) programs. Section II presents information on and forms for the program components. Topics include philosophy/program purpose, time flexibility, staff development and needs assessment forms, student recruitment, integration of student activities, reporting, and evaluation. Section III describes 12 recommended activities that should occur with students during intake, instruction, and exit. The charts provided may be used to evaluate whether and to what extent each activity is in place; each focuses on one student-related activity. The activity description includes a rationale, consideration questions, standards, and implementation checklist. Activities are as follows: orientation, identifying student data, placement, reviewing student data, diagnosis forming a mutually designed learning plan, active learning, monitoring student progress, exit level, completion, withdrawal, and referral. Section IV contains an administrator's overview, an ABE instructor's overview, and an English-as-a-Second-Language instructor's overview (materials and forms) of program procedures. Lists of basic skills and life skills competencies follow. Appendixes include a glossary, project history, 30-item bibliography, and personnel directory. (YLB)

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# PROJECT MAPP
# MANAGEMENT MANUAL

September, 1989

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# Preface

Maryland Adult Performance Program (Project MAPP) is an educational delivery system for adult learners enrolled in adult basic education (ABE) programs. The ABE program is funded from federal funds, section 353. Instruction is provided for two types of individuals: native born adults who lack basic reading writing and mathematical skills necessary to be productive and independent members in society, and foreign born adults who lack speaking/listening, reading and writing English skills necessary to function in an English speaking environment. Emphasis is placed on serving those adults who are functioning from a non-reader level up to, but not including, secondary level of instruction. Through a competency-based education approach, the adults have the opportunity to identify their learning goals and interests and develop an appropriate learning plan which integrates basic and life skills within the following content areas: Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law.

The Project MAPP model is comprised of assessment, instruction, management/guidance, and staff development components. The following products are available to assist program personnel in developing and implementing this competency-based education model in local programs:

Project MAPP Management Manual
Project MAPP Administrator's Assessment Packet (INCLUDED IN MANUAL)
Project MAPP Instructional Booklets:
Vocabulary
Learning Strategies
Materials Match (NEVER PREPARED)

Any questions regarding Project MAPP should be directed to:

Adult & Community Education Branch
Maryland State Department of Educatioin
200 West Baltimore Street
Baltimore, MD 21201
~~(301)~~ 410 333-2378

## Acknowledgements

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# RATIONALE

## CHARACTERISTICS OF ADULT LEARNERS

A teacher of adult basic education is faced with challenging situations and unique problems. Many adults returning to school have not been able to acquire the skills and competencies necessary to function effectively in daily living. They look toward their learning experience as a possible solution to their problems. It is the challenge of the ABE teacher to provide a classroom experience which helps the adult to learn to cope with daily activities and also fosters lifelong learning.

In order to provide successful learning experiences, the ABE teacher should first understand some common characteristics of the adult learner:

*Adults enter the classroom with a multitude of personal experiences, abilities, and skills. They need to be able to integrate new ideas with what they already know if they are to remember and use information.

*Adult learners attend class for a specific reason. They are motivated to learn because there is a need for the skills or competencies being taught. For them, learning is a means to an end, not an end in itself. They have little time to waste because of other commitments at home and work.

*Adult learners are ego-centered. They enter the ABE classroom with apprehension and uncertainty. After their arrival, they are keenly sensitive to failure. Mistakes are often taken personally, and the resulting feeling of inadequacy can negatively affect the student's self-esteem. In addition, adult learners want to be involved in the selection, content, and assessment of learning experiences. They may resist imposed topics and activities.

*Adult learners may also come to the classroom with handicaps which cause difficulty in learning. They may have a physical handicap such as poor eyesight or hearing. They may also have poor concentration due to fatigue, personal problems, or other reasons. As a result, adults generally require more time and energy to learn than children.

## ELEMENTS OF COMPETENCY-BASED ADULT EDUCATION (CBAE)

Competency-based adult education has many definitions. For the purposes of Project MAPP, the definition of CBAE that emerged from the United States Office of Education (USOE) Invitational Workshop on Adult Competency Education in 1978 will be used: "Competency-based adult education is a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."

To further understand this learning process, the following significant CBAE elements should be noted:

*Concrete competencies are specified in advance to both teacher and learner.

*Performance standards are provided. Success is determined by demonstrated learning.

*The learner has no time limits for completion of learning. Instruction may be individualized by permitting learners to master competencies at their own pace.

*The learner's prior learning and achievement are used to develop his/her educational plan.

*Instruction facilitates the transfer and application of learning focusing on life situations.

# WHY CBAE FOR ABE?

By understanding more about adult learner characteristics and the elements of competency-based education, it becomes apparent that the CBAE process better meets the learning needs of adults. The following chart summarizes why CBAE is more appropriate for an adult basic educational setting than conventional adult programs.[1]

---

[1]Jon I. Young and Adrian P. Van Mondfrans, "Psychological Implications of Competency Based Education," Competency Based Education (R. Burns, New Jersey: Education Technology Publishers), 1973, p. 21.

| Characteristics of Adults in a Learning Situation | Non-Competency-Based Programs | Competency-Based Programs |
|---|---|---|
| 1. Who sets the goals & objectives?<br>___ Adult learners desire involvement in selection and content of learning experiences.<br>___ They resist imposed topics and activities. | The teacher usually sets the goals which are not always clearly defined. | Both teacher and student are involved in setting objectives. Objectives are stated explicitly and in measurable terms. |
| 2. Who decides on the means, procedures, and time frames of instruction?<br>___ Adults have variable abilities and experiences.<br>___ They learn at different rates, and these are frequently slower than children.<br>___ They prefer an informal learning atmosphere. | The teacher usually controls the situation and presents all students with the same materials and experiences in the same amount of learning time. | Students have a choice of experiences and materials used in pursuit of objectives. The amount of time spent on each objective is controlled by the student. |

| Characteristics of Adults in a Learning Situation | Non-Competency-Based Programs | Competency-Based Programs |
|---|---|---|
| 3. What is learned?<br>___ Adult learners are motivated by immediate usefulness or relevance of the material to be learned.<br>___ They need concrete experiences rather than abstract ones.<br>___ They know more about some topics than the teacher. | Students are not taught how to do something but rather <u>about</u> something. Instruction is based on subject matter the teacher likes and is able to teach. | Students usually learn how to <u>do</u> something. They learn what they do not know rather than what they already know. Instruction content is outcome or competency-based. |
| 4. Who decides on the evaluation procedures?<br>___ Adult learners desire involvement in assessment of learning experiences. | The teacher usually gives a paper-and-pencil test of his/her own design. Testing is norm-referenced. | The teacher ensures that the evaluation procedures are consistent with the objectives. The student frequently has a choice of ways to demonstrate that he/she can perform as expected. Testing is criterion-referenced. |

| Characteristics of Adults in a Learning Situation | Non-Competency-Based Programs | Competency-Based Programs |
|---|---|---|
| 5. When does the learner proceed on to the next set of learning objectives?<br>___ Adult learners need to see the results of their efforts and desire accurate feedback about their progress. | The student moves on when the last unit has been taught and evaluation of all students is completed. Students "fail" or "pass" the last unit at various levels of proficiency, and then move onto the next instructional unit at the same time. | The student continues working on a set of objectives until mastery is achieved. He/she then moves on to the next set of objectives. |

# PROGRAM COMPONENTS

## PHILOSOPHY/PROGRAM PURPOSE

The development of a philosophy statement is generally one of the first steps in implementing the process of CBAE. This statement should provide guiding principles and set the context for effective program evaluation. It serves as the basic source for generating evaluation questions, establishing program goals, and setting the criteria for attaining these goals.[2] The following Project MAPP philosophy statement has been written for the state of Maryland with input from ABE administrators, the Adult Education Advisory Board, and the Maryland Association for Adult, Community and Continuing Education (MAACCE):

### Maryland's Adult Basic Education Mission

The Maryland State Department of Education (MSDE), Adult/Community Education Branch, supports the right of adults to acquire the basic and functional skills needed to enhance their productivity and independence as members of society. In order to make this right a reality, MSDE supplies financial resources, guidelines, and technical assistance to service providers of adult basic education throughout the State to offer classes and other services for adults in need of gaining basic/functional skills. Competency-based adult education (CBAE) provides the means to accomplish this mission. The CBAE process contains all the integrated components of sound programming: stated learning objectives, diagnosis of strengths and weaknesses, instruction based on identified needs, and assessment based on stated learning objectives. Therefore, to facilitate student acquisition of these skills in the most effective and timely manner, MSDE endorses the use of a competency-based process in all adult basic education programs. In support of MSDE's mission, Maryland adult educators believe:

[2] Handbook for CBAE Staff Development (San Francisco State University: Center of Adult Education, DAIS), October, 1983, pp. M5-7.

| ADULT LEARNERS HAVE THE RIGHT TO: | THEREFORE, MARYLAND ADULT BASIC EDUCATION PROGRAMS WILL PROVIDE STUDENTS WITH: |
|---|---|
| obtain adult basic education services. | opportunities to attend instructional programs. |
| have appropriate placement within an instructional program. | a formal system of assessment of student's strengths, weaknesses, and needs. |
| receive counseling. | appropriate information, guidance, and referral. |
| select skills and competencies that they want to learn. | an instructional program based upon stated learning objectives supporting student goals and interests. |
| choose from alternative instructional methods | multiple instructional methods. |
| learn at a pace comfortable for them. | self-paced learning. |
| acquire skills and competencies needed to function in society. | programs which meet changing societal conditions. |
| receive verification of learning. | a system of evaluating and reporting student progress. |

A statement of program purpose has a more direct focus than a philosophy statement. It describes how each of the major CBAE program components may be expected to affect student performance. It should be constructed in terms of the needs expressed by students in the program.[3] This statement should be developed at the local level and based upon general guidelines from the Adult & Community Education Branch, Maryland State Department of Education. These guidelines specify that the purpose statement be a framework for accomplishing goals related to the Maryland philosophy statement. In addition, it should be used as a basis for measuring student progress and assuring that every learner will be successful. The following questions should be considered when developing the purpose statement:

*Why does the program exist?
*What are the characteristics of the students to be served?
*How can the program blend student characteristics with service delivery?

## TIME FLEXIBILITY

Another element of the CBAE process is time flexibility. This impacts on how classes are scheduled and how instructional time is used.

[3] Ibid.

Local programs should offer classes with open entry and exit procedures. Students should then be able to enroll anytime during the year, work at their own pace, and complete the program when they have met their goals. Since local program constraints affect scheduling, each program will need to adjust its class schedule appropriately.

The use of instructional time in class also needs to be flexible so that teachers can conduct teacher/student conferences, prepare personalized learning plans, obtain appropriate resources, and evaluate student progress. Teachers should feel comfortable in creating their own flexible scheduling; thus, program managers may need to provide staff development activities to promote this practice.

## STAFF DEVELOPMENT

Successful competency-based programs include a well planned staff development component. Staff development activities need to be conducted at all levels of the personnel system, including administrators, instructors, and support staff. Successful staff development must be individualized and flexible. Staff must be actively involved in the process by identifying tasks they must perform, assessing their own competencies, and choosing their learning options.[4]

Before a staff development program can be implemented, staff development needs with respect to the local CBAE program must be identified. A staff needs assessment is an attempt to identify the gaps between existing staff competencies and needed competencies. Information on staff development needs can be obtained in the following ways:

*Interviews with staff
*Observations
*Meetings
*Staff Development Needs Assessment forms (see samples, pages II.4. a-b)

Once the information has been gathered, it should be carefully analyzed to determine which needs are common to the group as a whole, which ones are expressed by a small percentage of the group, and which ones are unique to an individual. It is important that individual needs be identified as well as the needs of large groups. All participants in the survey need to know they have been considered in the resulting staff development plan.

[4]Handbook for CBAE Staff Development, pp. M9.

Priorities determined from the needs assessment are used to design and implement a plan of staff development. Activities for staff development should be scheduled on a regular basis with varying formats to meet specific staff needs. Delivery modes for staff development may include:

*Workshops/demonstrations
*Classroom visitations
*Rap sessions
*Professional conferences
*Consultants (MSDE Staff, Project MAPP Project Directors and Technical Assistants)
*Reference reading
*Video tapes

Evaluation of staff development activities should also be conducted regularly. The results should assist program personnel in updating and revising the plan for staff development. Staff must remain active in this evaluation process to insure an individualized and flexible plan.

A proposed local staff development schedule conducted annually is as follows:

| Time Frames | Objectives |
|---|---|
| April | Conduct needs assessment |
| May | Meet with staff to identify concerns and set priorities |
| June-August | Develop a plan |
| September-November | Conduct activities |
| December-February | Evaluate activities and plan for April meeting |

Name _____

Date _____

## STAFF DEVELOPMENT NEEDS ASSESSMENT

Please complete the following needs assessment by checking the appropriate spaces that identify your staff development needs at the level of importance and/or interest for you.

| Topic | High | Medium | Low | None |
|---|---|---|---|---|
| 1. Conducting an orientation for new students | | | | |
| 2. Developing and using a student profile | | | | |
| 3. Assessing a student in basic life skills for correct instructional placement | | | | |
| 4. Diagnosing student strengths and weaknesses in basic skills | | | | |
| 5. Diagnosing student strengths and weaknesses in life skills | | | | |
| 6. Diagnosing reading problems | | | | |
| 7. Using a student interest inventory and assessment information to plan instruction | | | | |
| 8. Developing and using a mutually designed learning plan with a student | | | | |
| 9. Developing lessons that integrate basic and life skills | | | | |
| 10. Developing unit tests that measure learning | | | | |
| 11. Formulating questions to measure learning | | | | |
| 12. Measuring learning outcomes with and without paper and pencil | | | | |
| 13. Working with the nonreader | | | | |
| 14. Teaching the 0-4 level student | | | | |

STAFF DEVELOPMENT NEEDS ASSESSMENT - Page Two

| Topic | High | Medium | Low | None |
|---|---|---|---|---|
| 15. Using the newspaper to teach reading | | | | |
| 16. Working with disadvantaged learners | | | | |
| 17. Working with the learning disabled | | | | |
| 18. Working with a volunteer in the classroom | | | | |
| 19. Using the inquiry method to spark student thinking | | | | |
| 20. Individualizing instruction to meet student needs | | | | |
| 21. Using a learning center approach to teach adults | | | | |
| 22. Managing the one-room schoolhouse with ABE/ESOL/GED students | | | | |
| 23. Identifying what the GED test tests | | | | |
| 24. Teaching the first day/night of class | | | | |
| 25. Preparing for the "new" GED writing test | | | | |
| 26. Identifying when a student is ready to "drop-out" and preventing it | | | | |
| 27. Referring students to other services | | | | |
| 28. Reviewing materials for (circle one) ABE, GED, ESOL, career development | | | | |
| 29. Characteristics of the adult learner | | | | |

STAFF DEVELOPMENT NEEDS ASSESSMENT - Page Three

| Topic | High | Medium | Low | None |
|---|---|---|---|---|
| 30. Applying life-stage development to adult learning | | | | |
| 31. Identifying adult learning styles | | | | |
| 32. Counseling strategies for the ABE/GED/ESOL teacher | | | | |
| 33. Building self-esteem in adult students | | | | |
| 34. Using active listening skills | | | | |
| 35. Applying personality types to adult learning | | | | |
| 36. Teaching high order thinking skills | | | | |
| *THE REMAINING ITEMS PERTAIN TO ESOL<br>37. Diagnosing literacy skills | | | | |
| 38. Developing lessons for non-literate ESOL students | | | | |
| 39. Diagnosing pronunciation difficulties | | | | |
| 40. Developing lessons to include pronunciation | | | | |
| 41. Developing lessons to incorporate survival skills | | | | |
| 42. Managing the multi-level ESOL class | | | | |
| 43. Conversation techniques particular for various ESOL levels | | | | |
| 44. Identifying cultural differences in the ESOL classroom | | | | |
| 45. Identifying cultural adjustment problems with the foreign born | | | | |

## STAFF DEVELOPMENT NEEDS ASSESSMENT - Page Four

| Topic | High | Medium | Low | None |
|---|---|---|---|---|
| 46. Other (please identify) | | | | |
| 47. Other (please identify) | | | | |

Name _____

Date _____

# STAFF DEVELOPMENT NEEDS ASSESSMENT

Indicate your interest in the following staff development areas by using a 0-3 scale, 0=no interest 1=mild 2=moderate 3=high interest

## Reading

_____ Basic literacy
_____ Phonics/Decoding skills
_____ Language experience
_____ Teaching reading strategies
_____ Application to life skills
_____ Other (Please specify) _____

## Arithmetic

_____ Basic computation skills
_____ Problem solving
_____ Application to life skills
_____ Other (Please specify) _____

## Non-content Areas

_____ The Adult Learner
_____ Working with aides and volunteers
_____ Course of study (scope and sequence)
_____ Lesson planning and time management
_____ Cultural awareness
_____ Instructional materials development
_____ Student motivation and retention
_____ Item writing and test construction
_____ Other (Please specify) _____

from Handbook for CBAE Staff Development

## STUDENT RECRUITMENT

An effective student recruitment plan must focus on serving the needs of the students. The recruitment message should demonstrate sensitivity to adult learners, be positive and honest and respectful. Program services and intended outcomes of student participation should be clearly delineated so this information is accurately communicated to potential students.

Program managers should consider the following questions when planning recruitment efforts:

*Who will be responsible for publicizing the program?
*What recruitment techniques will be used to inform the people in the community about your program?
*Does the message that is going out to potential students clearly describe (a) the program's services, (b) eligibility requirements, and (c) when, where and how to enroll in the program?
*What is an appropriate timetable for each phase of your recruitment plan?

Print and electronic media are the most widely used recruitment vehicles and include:

*print media-posters, flyers, brochures, newsletters, bulletins, newspaper articles.
*radio
*television

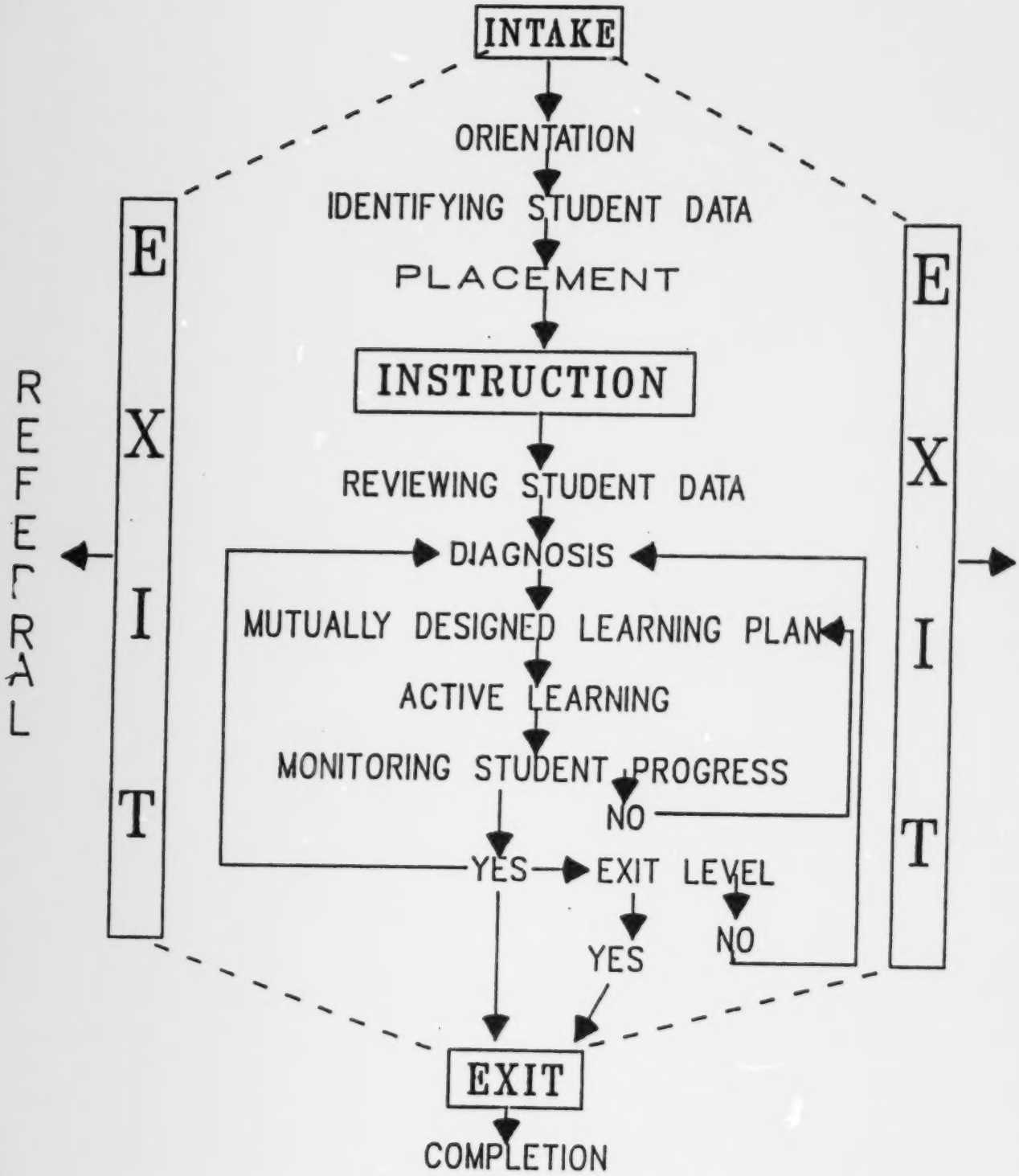
Recruitment techniques should not overlook opportunities to make personal contact. Personal contact may yield positive outcomes in addition to new students, including donations, critical support at funding time, and information that helps keep the program relevant to community needs. Five types of personal contact are:

*networking
*needs assessment surveys
*canvassing
*public speaking
*word of mouth[5]

[5]Renee S. Lerche, Effective Adult Literacy Programs: A Practitioners Guide (New York, Cambridge Book Co.), 1985, pp. 39-41.

## INTEGRATION OF STUDENT ACTIVITIES

Maryland's Adult Basic Education Mission states that Maryland ABE Programs will provide students with programs that assist adults in acquiring the basic functional skills needed to enhance their productivity and independence as members of society. Since CBAE provides the means to accomplish this mission, MSDE endorses the use of a competency-based process in all ABE programs. In order to effectively implement this learning process in the classroom, program managers must recognize that certain program components need to be in place. Project MAPP advocates twelve student related activities within the three program components of INTAKE, INSTRUCTION, and EXIT. However, each local program will need to determine which activities it can realistically provide. (Chapter III--STUDENT ACTIVITY FLOW--discusses these twelve activities in depth.) The following flowchart presents the three program components of INTAKE, INSTRUCTION and EXIT and the recommended activities within each component. The flow of activities should afford each student the opportunity to move through each activity and to EXIT the program as a successful completer. However, a student may also obviously EXIT the program through referral or withdrawl at any time.


INTAKE
ORIENTATION
IDENTIFYING STUDENT DATA
PLACEMENT
INSTRUCTION
REVIEWING STUDENT DATA
DIAGNOSIS
MUTUALLY DESIGNED LEARNING PLAN
ACTIVE LEARNING
MONITORING STUDENT PROGRESS
NO
YES
EXIT LEVEL
YES
NO
EXIT
COMPLETION
EXIT
REFERRAL
EXIT
WITHDRAWAL

Program managers, as well as instructional and support staff, should familiarize themselves with the description of each activity in Chapter III. In addition to the description of each activity available, there is a checklist for local programs to evaluate if the activity is in place, and if so, to what extent it may need modifications to meet the recommended standards. Evaluating the extent to which these activities have been implemented should include input from instructors, guidance personnel, and clerical staff. The results should assist program managers in making decisions about program goals and objectives, staff development needs, and allocation of funds.

Besides recognizing that each of the recommended activities should be implemented, managers also need to be aware of three additional program functions that are important in CBAE. These functions are counseling, assessment, and recordkeeping. All include ongoing and integrated activities.

## Counseling

Counseling is the process programs use to assist students to identify personal, education, and career goals. A program that blends guidance with instruction is more effective with students. Counseling should be conducted as needed at any of the following points:

*INTAKE (orientation, identification of student data, and placement)
*INSTRUCTION (diagnosis of learning strengths and weaknesses, development of a learning plan, and ongoing assessment)
*EXIT (follow-up of students who complete or withdraw from the program, or who are referred to other programs/agencies

Counseling should not be the sole responsibiity of any single group of people within a program. Teachers, support staff, fellow students, and trained counselors all play an important role in helping students succeed.

In building or reviewing their counseling plan, managers need to:

*Develop a system for identifying the counseling needs of individual students. Students should be given the opportunity to express their counseling needs at any time.
*Develop a system for responding to the counseling needs of individual students, including methods that ensure the staff is eliciting and meeting student needs.

*Explore methods of peer support. Peer counseling, class discussions, and small group activities help students build a network for developing problem-solving skills.
*Provide in-service training in counseling techniques for all program staff. Not only do staff need to know characteristics of adult learners but strategies for responding appropriately and quickly to students' problems. [6]

## Assessment

Program planners and instructors must know the extent to which a student lacks the basic skills in reading comprehension, computation, oral communication, written communication, and problem solving in order to make a variety of decisions:

* What **program** is appropriate for this student?
* What **level** within the program is most appropriate?

Assessment is a multi-step process; it supplies information on a participant which can be used for many purposes.

Traditional assessment practices used as indicators of success such as grade-level gains and numbers of hours of attendance are not applicable to competency-based adult education. Rather than using these norm-referenced points for adult learners, assessment in CBAE measures attainment of explicity stated and agreed upon outcomes of individual learners.

Since criterion-referenced tests are considered more useful in a competency-based program, it is important to clarify the main differences between this type of assessment and norm-referenced testing.

Criterion-referenced tests measure explicit objectives and provide absolute scores for each objective. They indicate how well an individual performs relative to some specific criteria. Items are selected for these tests mainly on the basis of their content validity, that is, their congruence with the test's objectives. The objectives are selected on the basis of expert judgement and an analysis of the instructional materials. Criterion-referenced tests establish exactly what a participant can do.

Norm-referenced tests are typically designed to give scores for a few broad domains, such as reading comprehension, in terms

[6] Effective Adult Literacy Programs: A Practitioner's Guide, pp. 67-81.

that tell where a student ranks relative to other students or other programs. The scores are given by ranking rather than by degree of proficiency. The skills to be tested are chosen on the basis of experts' opinions and analyses of instructional materials. Once test items are written, they are selected on the basis of their statistical properties. Specifically, items are chosen which have a mid-range level of difficulty at the target grade level and correlate strongly with individuals' scores for the whole set of items. This selection process maximizes the reliability of measurement. However, it also excludes skills that have been taught well and learned. Thus, many basic skills are not covered.

The main difference between criterion-referenced and norm-referenced tests is not the tests themselves but their scores and interpretation. If grade-level gains are used as a measure - the question still remains: What does that gain mean in terms of new competencies or skills gained? Tom Sticht, a nationally recognized expert in the area of assessment of adults reports:

> "Because of the incomparability of grade-level scores from test to test, the inadequate characteristics of read-level scales, **and the lack of proper understanding of what 'grade-levels' indicate about competence - for either youth or adults** - major contemporary assessment of adults such as... CASAS are using the powerful psychometric methods based on item response theory." (Kirsch and Jungeblut, 1987; Alamprese, 1987.)

These new assessment methods are appropriate for measuring the basic skills of adults. In addition, incorporating a criterion-referenced system rather than using norm-referenced tests will provide specific meaning for a participant and a program. The distinction is like the difference between a runner's time for running a race and the runner's place of finish. The runner's time is an absolute or criterion-referenced measure of achievement, while the runner's place is a comparative or norm-referenced measure of achievement. The absolute or criterion-referenced measure is a more direct index of what a pupil knows or can do.[7]

Besides criterion-referenced measures, a CBAE program must also consider these additional characteristics in an assessment system:

1. There should be an interrelationship between what students need, what is taught and what is assessed.

[7]Clinton B. Webb, "Teaching Basic Skills Through Vocational Education," Selected Standardized Tests and Assessment Instruments for Measuring Occupational Competencies (U.S. Department of Education, April, 1980).

2. The assessment must be reliable (consistent), accurate, and relevant (valid), giving clear and consistent pictures of performance.

3. The system must be flexible to accomodate alternative modes of demonstrating competency (paper/pencil, applied performance, listening items).

## CASAS

All of these characteristics are present in the Comprehensive Adult Student Assessment System (CASAS). This exemplary program is part of the National Diffusion Network and was adopted in Maryland in 1984. CASAS is designed to provide adult education agencies with effective assessment materials and procedures for all levels of adult basic education and English for speakers of other languages. It helps agencies implement assessment which reflects the specific competency-based curricula used in local instructional programs. CASAS makes meaningful communication possible among programs by establishing a uniform method for reporting progress. The long term effect of the widespread use of CASAS is increased accountability of literacy programs and meaningful reporting of progress at local, state, and national levels.[8]

One key element of CASAS is the Item Bank which consists of more than 6000 test items. The items are calibrated to measure life skill competencies along a continuum of difficulty levels. Each item is coded to specify the content, competency area, competency statement, and task being measured. The scaling procedure built into the item bank permits monitoring of group achievement across programs and levels.

## CASAS Development in Maryland

As one can see from the flow chart on page II.13, assessment is integrated in all phases of the learning process. Maryland has used CASAS to provide programs with some of the assessment instruments that are appropriate for each of these areas:

**PLACEMENT** - (Screening or Appraisal) - This first step in the assessment process provides an immediate snapshot of the individual in relation to a wide range of skills. While it does not provide specific skill information, it helps program people decide what level of the program is appropriate for the individual.

[8]Patricia L. Rickard, CASAS Overview, San Diego Community College District.

In **ABE programs** the basic skills of reading, math and writing will be assessed. In **ESOL programs**, emphasis will first be placed with an assessment of oral/aural skills, and then later on the reading and writing skills will be taken into account.

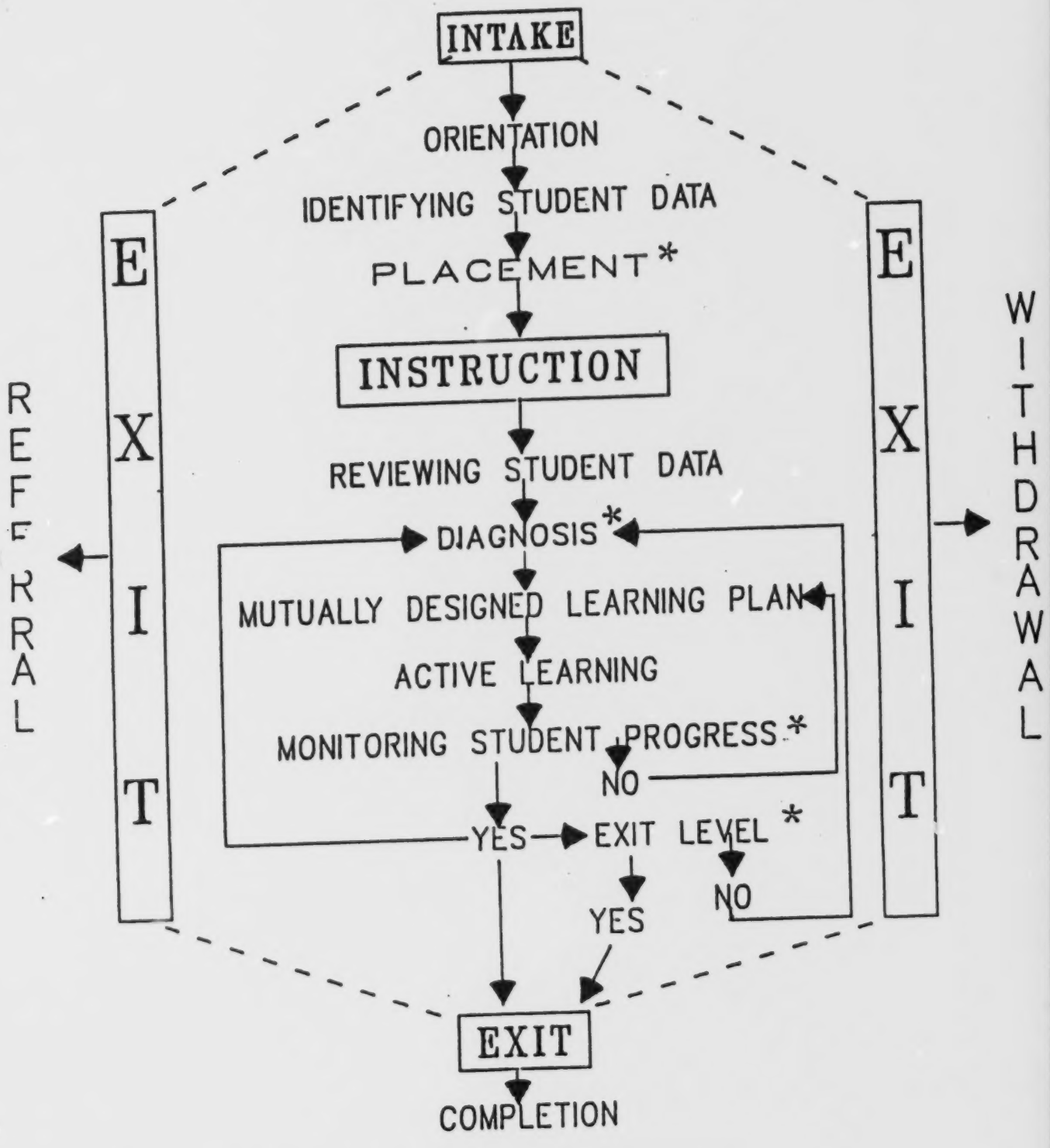
**DIAGNOSIS** - This more extensive assessment step usually occurs at the classroom level and provides information as to which specific skills or competencies are deficient. This step is the "pre-test" time and specifies for the instructor **"where learning should begin".**

**MONITORING STUDENT PROGRESS** - This part of the process provides information on **how well the student** (or the class or the program) **is progressing** and indicates whether or not goals have been met. This "post-test" time serves to reinforce learning and provide direction for new learning to be developed.

**EXIT or EXIT LEVEL** - (Certification) - This is designed as the step in the process which verifies **specific competency or skill attainment.** Here the instructor determines whether the individual is ready to move on to another set of competencies or perhaps another level of the program.

Using the CASAS item bank, several reading placement tests and three levels of Life Skill Survey Achievement tests have been constructed in Maryland. Local programs may choose to develop their own form of a reading placement tests, and, in addition, consider developing a placement assessment for math and writing. Sample math placement and diagnostic tests are available in the Administrator's Assessment Packet. A CASAS Holistic Scoring Rubric at level C is also included to assist programs in establishing exit criteria in writing from ABE.

The Survey Achievement tests are standardized and are designed to measure progress in beginning through advanced levels of ABE. Two equivalent tests have been constructed for each program level (Pre-tests, Form 150, 151, and 152 and Post-tests, Form 250, 251, and 252). Content and range of item difficulty are matched in the equivalent tests based on priorities and mean scores in Maryland. An achievement scale is calculated for each test form. This scale permits measurement of student progress on an equal internal scale and does not compare students to unrelated norming groups.




* indicates activities which involve assessment

## Applied Performance Measures

Recognizing that paper/pencil life skill tests are limited in the information they provide, instructors are encouraged to use alternative assessment measures such as informal inventories, basic skill assessments or applied performance measures.

An applied performance test (APT) is a test that measures student performance on tasks significant to real life. The student actually tries to perform the desired task rather than answer questions about it. APT's can be used to test adults in ABE and GED programs, as well as students with handicaps. This type of assessment can be a great help for teachers and a positive experience for students if the following steps are followed:

1. Decide the purpose for using the APT. (Is the activity designed to teach or test?)
2. Decide which competencies will be tested.
3. Choose an activity that is relevant to the competencies.
4. In planning the activity, prepare both the assessors and students beforehand.
5. Set up a scoring system and the criteria for grading.

The benefit of using APTs is that the instructor determines whether or not students really perform the competency. Students benefit because they have at least tried the task and have built confidence to try in the real world.

The following list illustrates some of the differences between Applied Performance Teaching and Applied Performance Testing:

| AP TEACHING | AP TESTING |
|---|---|
| --Teacher or fellow students permitted to help | --No coaching |
| --Several opportunities to try | --Fixed number of attempts |
| --Variable and open-ended criteria for success | --Explicit and fixed criteria for success |
| --Variable content and procedure depending on individual student needs | --Fixed content and procedure |
| --More simplified speech, clarified until student understands | --More natural speech, limited amount of clarification |
| --Non-threatening | --Risk of failure |
| --On-going | --Closure |

--Feedback:
-immediate
-informal
-from teacher and students
-more flexible

--Feedback:
-often delayed
-formal
-from tester
-less flexible

Prior to conducting any applied performance assessment at the local level, program personnel should recognize that there are several purposes of APT assessment in the flow of student activities. Each of these purposes is explained below.

**Placement Tests**

Many ESOL programs are already using a form of Applied Performance Test in their placement procedure. There is usually an oral interview of a new student which gives a staff member information about which class is appropriate. Usually the staff member does not make a detailed analysis of what the student knows. He simply makes a general overall judgment of where the student belongs. It is important that criteria for placement be clearly defined, and all assessors are aware of these criteria.

**Diagnostic Tests--Needs Assessments**

Within the classroom the teacher may use Applied Performance Tests as pretests to diagnose student mastery of certain competencies before instruction begins. This can be done by setting up simulations, such as a simulated automobile accident. Students' responses to the emergency will show how much the class as a whole is familiar with emergency procedures and what still needs to be taught. Are the students able to take steps to prevent shock? Do the students know what number to call in an emergency?

Even if the teacher cannot assess each student individually, he can make a general assessment of the needs of the group as a whole to be used later as the basis of classroom instruction.

**Instructional Unit Tests**

Applied Performance Tests are very useful at the end of an instructional unit. For example, after the class has studied a unit on health, an enactment of a visit to the doctor can be staged. Students can make appointments, go to the doctor's office, describe their symptoms, respond to the doctor's instructions, and pay their bills. The test can be used to check off individual competencies within a subject area on a student's record sheet or to make a single overall judgment on the student's competence in that subject area.

**Level Exit or Program Exit Tests**

Applied Performance Tests can also be used as part of the level exit or program exit when it is time to move students up to the next level or out of the program. A testing center can be set up in one of the classrooms. Each station tests a competency which the program curriculum requires the students to master at that level. Testers at each station grade the students' performance, or a single tester can test on several competencies using carefully chosen questions and visuals.

**CASAS Tests and Applied Performance Tests**

Either CASAS tests, Applied Performance Tests or a combination of the two may be used for most testing functions. There are two exceptions to this: Survey Achievement Tests and Instructional Unit Tests.

CASAS Survey Achievement tests are the only method for reporting pre-and post-instruction achievement data to the State Department of Education. The results are standardized and can be compared and correlated among programs. Applied Performance Tests cannot be used for this purpose.

Teachers usually want to give feedback to the students on the results of instructional unit tests. Therefore, tests composed of items from the CASAS Item Bank, which must be kept secure, must not be used as instructional unit tests. Applied Performance Tests can be used for this purpose.

In addition to the three levels of Survey Achievement tests developed by Project MAPP Assessment Teams, other elements are available to local programs upon request. These include:

1. Employability Competency System (ECS) Appraisal is designed to provide quick initial screening information for JTPA and other employment related programs in the areas of basic reading comprehension and basic math in a functional context related to employment.

2. Adult Pre-Employment Tests are survey achievement tests, appropriate for pre and post testing. There are alternate forms for reading and math at three levels.

3. Three levels of Survey Achievement Listening Tests covering life skills and three levels of listening tests which assess pre-vocational areas are available.

4. A CASAS User's Guide for Vocational Assessment Instruments for Youth and Adults reviews assessment instruments appropriate for the educationally disadvantaged, those with limited English proficieny and adult basic education participants.

identifies the basic skills necessary for entry into vocational training programs and/or employment. Pre-employment instructors and job developers use this to ascertain the basic skill requirements for specific vocational training programs and jobs.

6. AA-AAA-AAAA Survey Achievement Tests - Pre and Post life-skill tests are designed for use with the developmentally disabled population.

7. Certification Tests are available for reading and math assessment to determine mastery of specific levels of life-skills or pre-employment skills.

8. Occupation Specific Tests assist in determining student readiness for entering job training programs and are available for:
   * Clerical Skills Training
   * Health Occupations
   * Auto Mechanics
   * ?

9. CASAS Curriculum Index and Matrix is a detailed matrix listing of chapters and pages of commercially produced materials which are adult and competency-based and that deal with each of the competency statements listed in the front of the matrix.

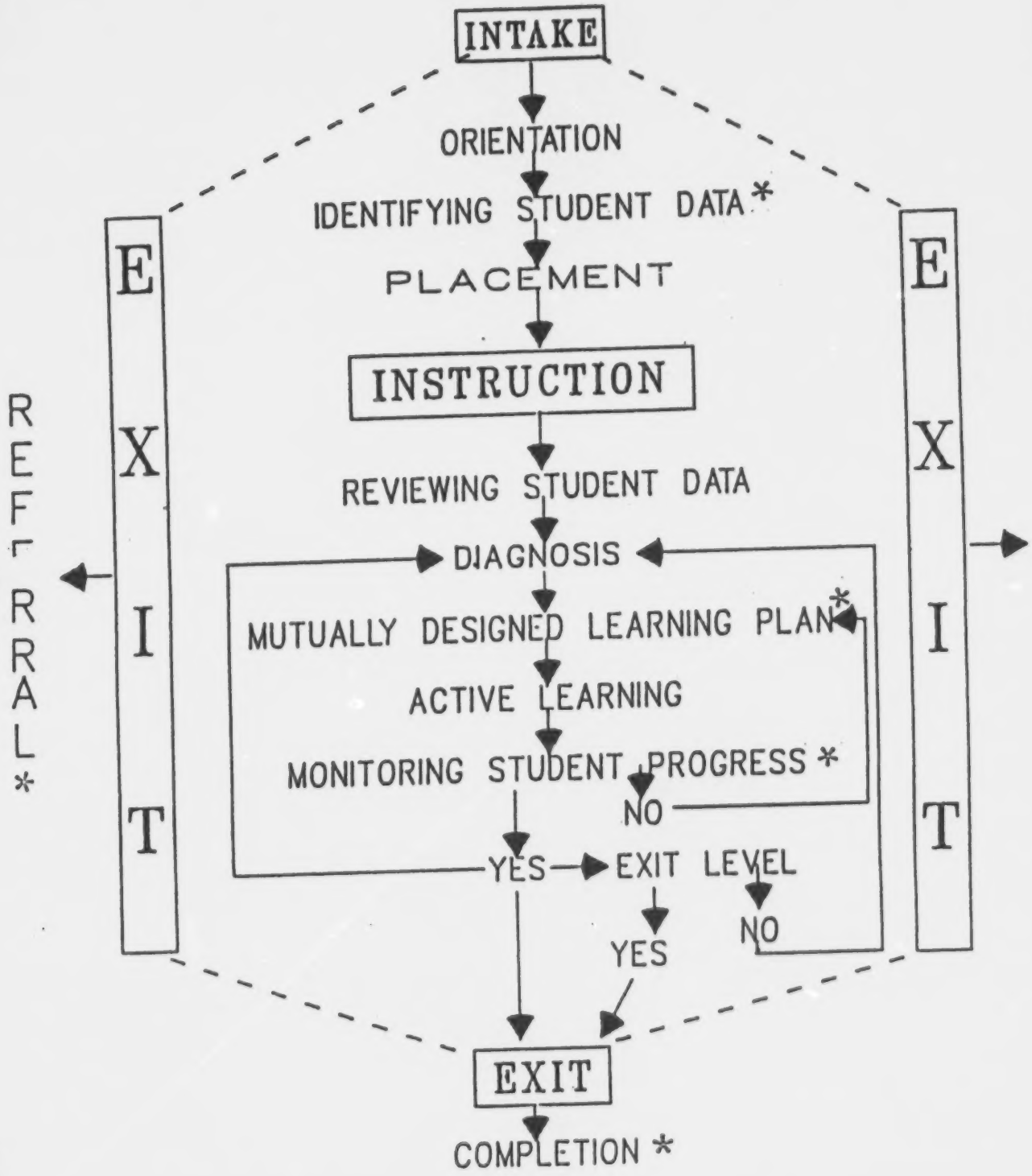
10. CASAS Pre-Employment Curriculum Index is a detailed narrative listing of the commercially produced materials that deal with the competencies specific to those seeking employment, keeping a job or getting a better job.

11. Applied-Performance Manual deals with how Applied-Performance tests can be used to test adult students in ESL, ABE, high school diploma programs or programs for the handicapped.

In order to assist local program personnel in choosing supplementary assessment tools, a review of commercially produced assessment materials can be found in the Administrator's Assessment Packet.

## Recordkeeping

Recordkeeping is needed to effectively manage student activities. The function of recordkeeping documents personalized learning plans, student progress in skill areas, and statistical information. In order to meet the recordkeeping requirements, activities that should be supported by a record are designated by an * on the student activity flow chart on the following page.




*indicates activities that should be supported by records

Programs may already have locally developed records in place to support the designated activities. In order to determine their appropriateness, an explanation of each type of record follows:

| Program Component & Activity | Record |
|---|---|
| INTAKE: Identifying of Student Data (Program responsibility) | INFORMATION SHEET- records student demographic information, AND INTEREST SURVEY- student designates learning goals and interests |
| INSTRUCTION: Mutually Designed Learning Plan (Student responsibility) | LEARNING PLAN- a plan of how the student will learn an objective and how the learning will be assessed |
| INSTRUCTION: Monitoring Student Progress (Teacher reponsibility) | STUDENT PROGRESS RECORD- records what an individual student has learned |
| EXIT: Completion (Program responsibility) | COMPLETION FOLLOW-UP- lists achievements of individual students |
| EXIT: Withdrawal (Program responsibility) | WITHDRAWAL FOLLOW-UP- lists reason(s) why a student withdrew |
| EXIT: Referral (Program responsibility) | REFERRAL FORM- records referrals to external agencies or programs |

Program managers are encouraged to use existing records if they are consistent with the definitions listed above. Chapter III provides sample records for each activity. However, another recordkeeping option is to use one comprehensive record called a STUDENT PROFILE that supports five of the activities listed above (excluding the Learning Plan since that record is kept by the student). The use of an individual Student Profile reduces the amount of paperwork and allows programs to include additional information as appropriate. A recommended Student Profile is located on page II.20.a. This Student Profile is designed for only the ABE component, not ESOL. Local programs can print this record or adapt it for their own needs. Some adaptations to consider are:

1) drawing vertical lines after each line item on the interest survey (side 1) to create boxes which may include skill completion dates

2) including names of specific local assessment instruments under assessment information (side 1)

3) adding horizontal lines (and possibly vertical lines) after the basic skills checklist (side 2) to include skill completion dates.

One final note is that each program will need to address the concern of confidentiality of student information. Existing procedures should be examined when making decisions on what types of records are to be maintained to ensure that student confidentiality is protected.

NAME _____ HOME PHONE _____ SOCIAL SECURITY # _____
Last First Middle WORK PHONE _____

HOME ADDRESS _____
Street City State Zip Date of Birth Age Male Female

RACE/NATIONALITY American Indian ___ Asian ___ Black ___ Hispanic ___ White ___ Last Grade Completed _____

EMPLOYED Yes ___ No ___ TYPE OF ENROLLMENT New ___ Returning Student ___

HOW DID YOU HEAR ABOUT OUR PROGRAM? Friend/Relative ___ Teacher ___ Employer ___ Counselor ___ Newspaper ___
Radio/TV ___ Flyer ___ Other ___

WHAT ARE YOUR EDUCATION GOALS? (Please check)

___ get a high school diploma (GED, EDP)
___ go to college
___ improve English speaking
___ help children with homework
___ get a job, get a better job
___ go to job-training
___ improve reading, writing, math
___ other (Please explain) _____

Check the life skills you would like to learn:

| | | | | | |
|---|---|---|---|---|---|
| ___ | I.1 | WEIGH & MEASURE THINGS | ___ | II.5 | USE EMERGENCY, HEALTH, EDUCATION, & LIBRARY SERVICES |
| ___ | I.1 | FOLLOW RECIPES | ___ | II.6 | FIND & USE PLACES WHERE I CAN EAT, TRAVEL, & BE ENTERTAINED |
| ___ | I.2 | COUNT & USE MONEY | ___ | III.1 | MAKE A DOCTOR'S APPOINTMENT & FOLLOW A DOCTOR'S INSTRUCTIONS |
| ___ | I.3 | SHOP--USING STORES & CATALOGS | ___ | III.2 | FILL OUT MEDICAL FORMS |
| ___ | I.3 | SHOP--USING CASH, CHECKS, MONEY ORDERS, & CREDIT CARDS | ___ | III.3 | UNDERSTAND MEDICINE LABELS |
| ___ | I.4 | COMPARE PRICES | ___ | III.4 | GIVE FIRST AID |
| ___ | I.5 | FIND & OBTAIN HOUSING | ___ | III.5 | KEEP MYSELF & MY FAMILY HEALTHY |
| ___ | I.6 | BUDGET MONEY & UNDERSTAND BILLS | ___ | IV.1 | GET A JOB |
| ___ | I.8 | GET ITEMS RETURNED OR FIXED | ___ | IV.2 | UNDERSTAND JOB BENEFITS & WAGES |
| ___ | I.9 | USE THE BANK | ___ | IV.3 | UNDERSTAND WORK SAFETY |
| ___ | I.10 | GET A DRIVER'S LICENSE | ___ | IV.4 | KEEP A JOB &/OR GET A PROMOTION |
| ___ | I.10 | BUY & TAKE CARE OF MY CAR | ___ | V.1 | REGISTER & VOTE |
| ___ | II.1 | USE THE TELEPHONE & TELEPHONE BOOK | ___ | V.2 | UNDERSTAND LEGAL FORMS (TRAFFIC TICKETS, WILLS, ETC.) |
| ___ | II.2 | USE MAPS, SCHEDULES, & TRAVEL SIGNS | ___ | V.3 | UNDERSTAND INCOME TAXES, SALES TAX |
| ___ | II.3 | UNDERSTAND THE CLOCK & CALENDAR | | | |
| ___ | II.4 | USE THE POST OFFICE | | | |

For Office Use Only

Center _____ Instructor _____

Date of Enrollment _____

Handicapped? Yes ___ No ___

Attendance Information _____

ASSESSMENT INFORMATION

Placement Test _____

EXIT INFORMATION

Completion _____
Date

Withdrawal _____
Date Reason

Referral _____
Date Reason

Check the areas in which instruction has been provided:

READING READINESS

_____ Recognize alphabet
_____ Recognize numerals
_____ Demonstrate left to right progression
_____ Identify basic sight vocabulary
_____ Discriminate visual clues
_____ Discriminate auditory clues (rhythm, pattern)
_____ Demonstrate directional vocabulary (oral) (i.e., under, through, first, last)
_____ Sequence pictures
_____ Categorize pictures
_____ Establish sound symbol relationship
_____ _____

READING COMPREHENSION

_____ Recognize punctuation signals
_____ Classify information
_____ Recall details
_____ Develop sequences
_____ Make inferences
_____ Compare & contrast information
_____ Distinguish fact from opinion
_____ Distinguish cause from effect
_____ Draw conclusions
_____ Evaluate information
_____ Find main idea
_____ _____

STUDY SKILLS

_____ Alphabetize words
_____ Follow directions
_____ Skim and scan information
_____ Locate information (dictionary, reference, booksets, table of contents, index)
_____ Organize information (notetaking-directed reading activity)
_____ _____

HANDWRITING

_____ Form upper case letters
_____ Form lower case letters
_____ Write a signature
_____ Form numerals
_____ Form symbols
_____ _____

SPELLING

_____ Write plural of words
_____ Use prefixes and suffixes
_____ Spell homonyms
_____ Spell contractions
_____ Spell abbreviations
_____ Spell possessives
_____ Spell commonly confused or misspelled words
_____ Apply common spelling rules
_____ _____



PUNCTUATION

_____ Use sentence ending punctuation
_____ Use commas
_____ Punctuate abbreviations
_____ Use quotation marks
_____ Use apostrophes
_____ Use colon and semi-colons
_____ _____

CAPITALIZATION

_____ Capitalize the first word of sentences
_____ Capitalize proper nouns and adjectives
_____ Capitalize titles
_____ Capitalize the first spoken word of a quote
_____ _____

GRAMMAR

_____ Identify parts of speech
_____ Use subject/verb agreement
_____ Use correct pronoun agreement & form
_____ Use appropriate verb tenses
_____ Use irregular verb forms
_____ Use contractions & possessives
_____ _____

COMPOSITION

_____ Write a sentence
_____ Write a paragraph
_____ Develop a simple outline (topical, phrase, sentence)
_____ Construct a personal letter
_____ Construct a business letter
_____ Use basic proofreading skills
_____ Write an essay
_____ _____

MATHEMATICS

| | + | - | X | ÷ | WP |
|---|---|---|---|---|---|
| Whole Numbers | | | | | |
| Fractions | | | | | |
| Decimals | | | | | |
| Percents | | | | | |
| Algebra | | | | | |
| Geometry | | | | | |

Notes/Materials Used: _____

_____

_____

_____

_____

_____

## REPORTING

The state of Maryland has made long-term commitments to the development of effective ABE programs. The competency-based adult education (CBAE) model is viewed by the Maryland State Department of Education as the most appropriate vehicle to accomplish the primary purpose of the Adult Education Act: "to enable all adults to become more employable, productive, and responsible citizens."

Any local ABE program receiving federal funds under section 353 of the Adult Education Act through MSDE is required to provide certain statistical data which describe, among other things, the demographics and program levels of the participating students. Each county is responsible for collecting, analyzing and reporting this data to MSDE in an annual report called a performance report. The methodology and materials used for this reporting process vary dramatically from county to county and, in some cases, from site to site. Therefore, the statewide adoption of CASAS enables MSDE to collect, analyze and report student data in a standardized format. This system not only presents a clearer picture of the student population but provides a standardized means of communication to all administrators, instructors, and students.

All ABE programs participating in Project MAPP will report the entry level of students enrolled in the ABE component by administering the reading form of the Project MAPP Placement Test (Form 25), unless an alternate form has been developed specific to that county's needs. Individual student scale scores will be tallied and distributed into the following ranges:

| | |
|---|---|
| Level A | 160 - 199 |
| Level B | 200 - 220 |
| Level C | 221 - 230 |
| | above 230 |

This information must be included on the Annual Performance Report. Instructions for completing the Report and a copy of the reporting form may be found on pages II.22 - II.36.a.

# INSTRUCTIONS FOR PREPARING THE ANNUAL PERFORMANCE REPORT FOR ADULT BASIC EDUCATION GRANT PROGRAMS

## PART I - STATISTICAL

TABLES 1, 2, and 3 report the population that was served by your adult education program with Federal and non-Federal funds under the Adult Education Act, Public Law 91-230, as amended. The following "Guide for Reporting Participants" should be used: (1) Only participants who completed 12 or more program "contact hours" in the adult education program or met their objectives in less time should be recorded on this report. (2) Also include program participants who met (1) above and who were (a) participants from other Federal programs for whom any direct services were provided at clearly additional costs to the adult education program (e.g., Project Independence and JTPA Programs), (b) participants in special experimental demonstration projects, and (c) participants served through coordination activities with other agencies, institutions, or organizations.

TABLE 1. Provides a profile of participants (unduplicated count) by educational functioning level, population group, and sex. Each participant should be reported only once regardless of the number of classes or programs attended during the program year being reported.

## Educational Functioning Level

1.A. "BEGINNING ABE" - instruction designed for an adult who is "educationally disadvantaged." Do not include foreign-born adults with limited English proficiency. These are your Level A and B students, (Placement Test scores of 160-220).

1.B. "BEGINNING ESL" - instruction designed for an adult who has limited or no proficiency in the English language. Instructional emphasis is on listening and speaking. Literacy skills, reading and writing, are introduced at this level.

2.A. "INTERMEDIATE ABE" - instruction designed for an adult who has some competence in reading, writing, and computation but is not sufficiently competent to meet the requirements of adult life in the United States. This term does NOT apply to foreign-born adults with English proficiency. These are your Level C students (Placement Test scores of 221+).

2.B. "INTERMEDIATE ESL" - instruction designed for an adult who has some competence in communicating in English. Instruction in reading and writing is integrated with ongoing development of speaking and listening skills.

3. "ADVANCED ESL" - instruction designed for an adult who is able to communicate in English but who needs instruction in usage. At this level emphasis is placed on idioms, language for specific purposes, and grammatical structure. Reading and writing instruction is integrated with speaking and listening.

4. "ADULT SECONDARY EDUCATION" - instruction designed for an adult who is literate and can function in everyday life, but is not proficient. Adult secondary education means GED Preparation Programs and Adult External High School Programs.

Population groups. A participant may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one racial/ethnic group.

"AMERICAN INDIAN OR ALASKAN NATIVE" - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

"ASIAN OR PACIFIC ISLANDER" - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. These areas include, for

example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

"BLACK, NOT OF HISPANIC ORIGIN" - A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.

"HISPANIC" - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

"WHITE, NOT OF HISPANIC ORIGIN" - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

TABLE 2. Provides a profile of participants (unduplicated count) by age, population group, and sex. A participant's age is the age attained at the time of the first class attended during the program year. The total number of participants must equal the total reported in TABLE 1.

TABLE 3. Combines data on starting levels, participant progress, completions, and separations. As with TABLES 1 and 2, only participants who attended 12 or more hours of instruction during the program year should be counted. To fill in Column B, simply copy the figures you listed in column (L) of TABLE 1.

TABLE 3. Column C, D, and E tell what happened to these students. The total of these three Columns (C, D, and E) must add up to each of the corresponding figures in Column B. Column F is separate. It is the number of students listed in Column C who stayed in the program and progressed to a higher level.

Because of present methods of administering Achievement tests and reporting results, teacher judgement is an acceptable criterion for determining the figures to be reported in Columns C, D, E and F.

TABLE 4. Shows the number of participants leaving the program during the reporting period before completing their objectives and their reasons for separation. Numbers of participants by reasons for separation may be a duplicated count.

TABLE 5. Provides a profile of participants by a variety of demographic variables. The figures reported on this table will be duplicative and should reflect the status of the participant upon entrance into the program. Use the "Guide for Reporting Participants" on Page 1.

For the purpose of this report the following definitions should be used:

1. "DISABLED ADULTS" - persons who are sixteen years of age and older with any type of physical or mental impairment that substantially limits or restricts one or more major life

activities, including walking, seeing, hearing, speaking, learning, and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impairment, and adults with specific learning disabilities.

2. "ADULTS IN RURAL AREAS" - adult residents of places of less than 2,500 inhabitants and outside urbanized areas. An urbanized area includes a population of 50,000 or more in a city plus the adjacent areas of high density.

3. "ADULTS IN URBAN AREAS WITH HIGH RATES OF UNEMPLOYMENT" - residents of an urban area (i.e., 50,000 or more population) with an unemployment rate greater than the state average.

4. "IMMIGRANT ADULTS" - adult refugees admitted or paroled into the U.S. and adult aliens not classified as nonimmigrants under the provisions of the Immigration and Nationality Act, as amended.

5. "HOMELESS ADULTS" - adults lacking a fixed, regular, and adequate nighttime residence or an adult having a primary nighttime residence that is (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate

shelters, and transitional housing for the mentally ill); (2) an institution that provides a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term "homeless adult" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

6. "ADULTS IN CORRECTIONAL FACILITIES" - adults who are inmates in any prison, jail reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.

7. "OTHER INSTITUTIONALIZED ADULTS" - adults who are patients or residents of a medical or special institution.

8. "EMPLOYED ADULTS" - adults who did any work at all as paid employees or in their own business or profession, or on their own farms or who worked 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family, and persons who were not working but who had jobs or businesses from which they were temporarily absent.

9. "UNEMPLOYED ADULTS" - adults who were not working but were

looking for a job and were available for work. This includes persons who were waiting to be called back to a job from which they had been laid off and persons waiting to report to a new job. This does not include persons who are not available for work.

10. "ADULTS ON PUBLIC ASSISTANCE" - adults who receive financial assistance from Federal, State, and/or local programs, such as aid for dependent children, old-age assistance, general assistance, and aid to the blind or totally disabled. Unless Social Security recipients are also receiving old-age assistance or other forms of public assistance, they should not be included in this category.

TABLE 6. Reports information of participant achievements. Participants who have several achievements may be listed more than once.

- Line 5 - Gained employment.

  Record employment gained for those unemployed participants whose completion of, or participation in, a literacy or skills improvement program is related to an employment/personal goal of the learner.

- Line 6 - Secured employment retention or obtained job advancement.

Record employment retention or job advancement for those employed participants whose completion of, or participation in, a literacy or skills improvement program is related to an employment/personal goal of the learner. This relates to meeting the needs for skill improvement as recognized by the participant or by an employer.

Other participant achievements are self-explanatory.

TABLE 7. Shows where participants attended classes and the number of day and evening classes by the type of instructional setting. As with Tables 1, 2, and 3, the State should report on every participant who completed 12 or more hours of instruction during the program year.

1. "School Building" may be either public or private.

2. "Other Locations"

   a. "Learning Center" is an adult instructional setting that features (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, and (3) being open for extended periods of time and on a daily basis, e.g., 9:00 a.m. to 5:00 p.m. In cases where learning centers are found in any of the other types of locations listed, participants should be counted as attending learning centers - not the other types.

b. "Correctional Institution" is a Federal, State, or local institution to which youth 16 years of age or older and/or adults are committed for the correction of inapproriate patterns of social behavior. Inmates are the only participants to be included in this category.

c. "State/Local Institution for the Disabled" may include a hospital or other treatment, confinement or rehabilitative center for any physically or mentally impaired adult.

d. "Work Site" may be public or private, as long as it is an operating place of employment for the participants. If employees of correctional institutions or State/local institutions for the disabled are instructed at their respective job locations, they would be counted under the "Work Site" category.

e. "Library" means a public library. If the library is in a school building, work site, or another of the listed locations, do not count the location under the "Library" category.

f. "Community-based Organization Center" is the center of an organization that is representative of the community or significant segments of the community and is controlled by members of the community it serves.

g. "Home or Homebased" is a private residence in which instruction is provided by a teacher or paraprofessional, usually at the home of a student(s).

h. "Other" includes those that do not fit into one of the above categories. Church and storefront locations are among those that would generally fall into this category.

The total number of participants is an unduplicated count and should equal the total number reported for column (L) in Tables 1 and 2.

TABLE 8. Requires data on number of paid and volunteer personnel who are part-time and full-time personnel for five different personnel categories.

For Instructional Staff, full-time means twenty-five instructional hours or more per week.

For all other Staff, full-time means thirty-five hours or more per week.

Report all staff who do not meet full-time definitions as part-time.

Each employee should be placed in the personnel category where he/she does most of his/her work. If a person performs more than one staff function, report that person one time only, in the staff function in which most of his/her time is spent. Full-time staff persons with significant job responsibilities other than adult education (e.g. MSCC Coordinator) should be reported under the part-time category. If a position is vacated and

subsequently filled during the report period, report the position once.

In column (B), count one time only each part-time employee of the program.

In column (C), count one time only each full-time employee of the program.

In column (D), report the number of volunteers (persons who were not paid) who served in the program.

For the purpose of this report, the following definitions should be used:

"ADMINISTRATIVE/SUPERVISORY/ANCILLARY/SERVICES PERSONNEL" - those professionals who are responsible for the management, administration, and supervision of programs, and ancillary services personnel who are responsible for services such as evaluation, teacher development, dissemination, and curriculum development.

"TEACHERS" - staff who instruct students.

"COUNSELORS" - staff assigned to perform the activities of assisting adult learners and of assisting instructors to assist

learners in making personal plans, choices, and decisions in relation to education, career, and personal development.

"PARAPROFESSIONALS" - staff who work alongside and assist professional staff members but do not have full professional status, e.g., teacher/classroom aides and teaching assistants.

## PART II - NARRATIVE

Provide descriptive information using the following outline:

1. For each goal and objective listed in your program plan, describe the extent to which it was met. Include a description of successful activities, programs, and projects.

2. Provide reasons for slippage in those cases where little or no progress was made in the accomplishment of goals or objectives. Describe those program components or projects that were not as successful as expected.

3. Determine the average cost per student, for the fiscal year. Divide the amount of state grant received by the total number of students served.

4. Indicate the total contact hours for all students who have received 12 or more hours of instruction during the reporting period.

   A. Total hours of instruction -
   To determine total hours of instruction, multiply the total number of class hours made available per week by the total number of weeks that classes are offered. Include student orientation time.

   B. Average number of hours of instruction from Survey Achievement pre to post-tests -
   To determine average hours of instruction, multiply number of class hours made available per week times the number of instructional weeks from Survey Achievement pre-test to post-test per site and add.
   Then divide by the number of sites.

In order to facilitate the process of collecting required assessment data, sample Assessment Record Forms can be found on pages II.36 b-d of the Project MAPP Management Manual. Local programs may choose to use one of these forms or develop a more appropriate one.

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instruction
Adult and Community Education Branch
200 West Baltimore Street
Baltimore, Maryland 21201-2595

# ANNUAL PERFORMANCE REPORT FOR ADULT BASIC EDUCATION

FISCAL YEAR: _____

_____
LOCAL EDUCATIONAL AGENCY OR OTHER GRANTEE

_____
Superintendent of Schools, College President, or Agency Director

_____
Local Director of Adult Education or Designee Completing This Report

_____
Date of Submission

ANNUAL PERFORMANCE REPORT
FOR THE ADULT BASIC EDUCATION PROGRAM

PART I - STATISTICAL

TABLE 1. Enter the number of participants by educational functioning level, population group, and sex.

| EDUCATIONAL FUNCTIONING LEVEL* | PARTICIPANTS BY POPULATION GROUP AND SEX** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | AMERICAN INDIAN or ALASKAN NATIVE | | ASIAN or PACIFIC ISLANDER | | BLACK not of HISPANIC ORIGIN | | HISPANIC | | WHITE not of HISPANIC ORIGIN | | TOTAL Cols (B) thru (K) |
| (A) | MALE (B) | FEMALE (C) | MALE (D) | FEMALE (E) | MALE (F) | FEMALE (G) | MALE (H) | FEMALE (I) | MALE (J) | FEMALE (K) | (L) |
| 1. Beginning (Level A&B A. ABE 160-220) | | | | | | | | | | | |
| B. ESOL | | | | | | | | | | | |
| 2. INTERMEDIATE (Level C A. ABE 221+) | | | | | | | | | | | |
| B. ESOL | | | | | | | | | | | |
| 3. ADVANCED ESOL | | | | | | | | | | | |
| 4. ADULT SECONDARY ED. | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | |

*(See definitions of the different educational functioning levels)

**An enrollee should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one group (see definitions for population groups).

TABLE 2. Enter the number of participants by age, population group, and sex.

| AGE GROUP*** | PARTICIPANTS BY POPULATION GROUP AND SEX | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | AMERICAN INDIAN or ALASKAN NATIVE | | ASIAN or PACIFIC ISLANDER | | BLACK not of HISPANIC ORIGIN | | HISPANIC | | WHITE not of HISPANIC ORIGIN | | TOTAL Cols (B) thru (K) |
| | MALE (B) | FEMALE (C) | MALE (D) | FEMALE (E) | MALE (F) | FEMALE (G) | MALE (H) | FEMALE (I) | MALE (J) | FEMALE (K) | (L) |
| (A) | | | | | | | | | | | |
| 16-24 | | | | | | | | | | | |
| 25-44 | | | | | | | | | | | |
| 45-59 | | | | | | | | | | | |
| 60 AND OLDER | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | |

***Based on participant's age at the time of the first class attended during the program year.

TABLE 3. Enter the number of participants for each of the categories listed.

PARTICIPANT PROGRESS AND SEPARATION DATA BY EDUCATIONAL FUNCTIONING LEVEL
Number of Participants

| EDUCATIONAL FUNCTIONING LEVEL (A) | NUMBER STARTED (AT EACH LEVEL) (B) | NUMBER STARTED THAT COMPLETED THAT LEVEL (C) | NUMBER PROGRESSING IN SAME LEVEL (D) | NUMBER SEPARATED FROM EACH LEVEL BEFORE COMPLETING THAT LEVEL (E) | NUMBER STARTED AT EACH LEVEL THAT MOVED TO A HIGHER LEVEL (F) |
|---|---|---|---|---|---|
| 1. BEGINNING (Level A&B<br>A. ABE 160-220) | | | | | |
| B. ESOL | | | | | |
| 2. INTERMEDIATE (Level C<br>A. ABE 221+) | | | | | |
| B. ESOL | | | | | |
| 3. ADVANCED ESOL | | | | | |
| 4. ADULT SECONDARY EDUCATION | | | | | xxxxxxxxxxx |
| 5. TOTAL | | | | | |

TABLE 4. Number of participants leaving the program before completing their objectives and their reasons for separation. Number of participants by reasons for leaving may be a duplicated count.

| Reasons for Separation | Number of Participants |
|---|---|
| 1. Health problem | |
| 2. Child care problems | |
| 3. Transportation problems | |
| 4. Family problems | |
| 5. Location of class | |
| 6. Lack of interest, instruction not helpful to participant | |
| 7. Time the class or program was scheduled | |
| 8. Changed address or left area | |
| 9. To take a job | |
| 10. Other known reasons (specify): | |
| 11. Unknown reasons | |

TABLE 5. Enter the number of participants for each of the categories listed. Participants may fit more than one category and may be reported under as many categories as apply. (See list of definitions for description of categories on pages 7-10.)

| Status of Participants Upon Entry into the Program | Number of Participants (may be duplicated) |
|---|---|
| 1. Disabled adults | |
| 2. Adults in rural areas | |
| 3. Adults in urban areas with high rates of unemployment | |
| 4. Immigrant adults | |
| 5. Homeless adults | |
| 6. Adults in correctional facilities | |
| 7. Other institutionalized adults | |
| 8. Employed adults | |
| 9. Unemployed adults | |
| 10. Adults on public assistance | |

TABLE 6. Report the number of participants in your program(s) who had achievements in the listed areas during the reporting period. Participants who have several achievements may be listed more than once.

| Participant Achievement | Number of Participants (may be duplicated) |
|---|---|
| EDUCATIONAL<br>1. Obtained an External High School diploma | |
| 2. Passed the GED test | |
| 3. Entered other educational or training program | |
| SOCIETAL<br>4. Received U.S. Citizenship | |
| ECONOMIC<br>5. Gained employment | |
| 6. Secured employment retention or obtained job advancement | |
| 7. Removed from public assistance | |
| OTHER (specify) | |

TABLE 7. Report the number of participants and the number of classes by time and location.

| LOCATION OF CLASS (A) | NUMBER OF PARTICIPANTS* (B) | NUMBER OF DAYTIME CLASSES (C) | NUMBER OF EVENING CLASSES (D) | NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 hours or more) (unduplicated count) (E) |
|---|---|---|---|---|
| 1. School Building<br>a. Elementary/Secondary School | | | | |
| b. Community College (Junior College, Technical Institute, etc.) | | | | |
| c. 4-year College | | | | |
| 2. Other Locations<br>a. Learning Center | | | | |
| b. Correctional Institution | | | | |
| c. State/local Institution for the Disabled | | | | |
| d. Work Site | | | | |
| e. Library | | | | |
| f. Community-based Organization Center | | | | |
| g. Home or Homebased | | | | |
| h. Other | | | | |
| 3. TOTAL | | | | |

*The total number of participants is an unduplicated count and should equal the total number reported for column (L) in Tables 1 and 2.

TABLE 8. Enter an unduplicated count of personnel by function and job status. (See definitions of functions of pages 13-14.)

| Function<br>Organizational Placement and Type of Job Performed (A) | Adult Education Personnel | | |
|---|---|---|---|
| | Paid Personnel | | |
| | Total Number of Part-Time Personnel (B) | Total Number of Full-Time Personnel (C) | Unpaid Volunteers (D) |
| 1. State-level Administrative/ Supervisory/Ancillary Services | | | |
| 2. Local-level Administrative/ Supervisory/Ancillary Services | | | |
| 3. Local Teachers | | | |
| 4. Local Counselors | | | |
| 5. Local Paraprofessionals | | | |

Teacher _____

Center _____

Class _____

# ASSESSMENT RECORD FORM

| STUDENT | PLACEMENT | | | | INTEREST SURVEY | MAPP ASSESSMENT | | | | COMMENTS |
|---|---|---|---|---|---|---|---|---|---|---|
| | TEST | SCORE | TEST | SCORE | | PLACEMENT | SURVEY ACHIEVEMENT | | | |
| | | | | | | | FORM | PRE | POST | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | |

## Assessment Record Form

County _____
Teacher _____
Site _____

Hours of Instruction Per Week _____
Hours of Intruction Pre to Post _____
Total Number of Volunteers _____
Total Number of Volunteer Hours _____

List every student who is registered in your class.

| STUDENT NAME | Date Of Entry | Placement Test | | Survey Pre-Test | | |
|---|---|---|---|---|---|---|
| | | Raw Score | Scale Score | Test Level | Test Form | Raw Score |
| | | | | | | |
| | | | | | | |
| | | | | | |

## ASSESSMENT RECORD FORM

List of All Students Enrolled for the Year _____

| Instructor: | Site Location: |
|---|---|
| Class: | Day/Time: |

| STUDENT NAME | Date Entered | PLACEMENT SCORE Reading Raw | Reading Scale | Math Raw | SURVEY PRE TEST Level | Raw Score | Category Codes Check, if applicable: Employed Upon Entry | Unemployed | On Public Assistance | Removed from Public Assistance | Handicapped | Passed GED | Found a Job After Entering Program | Entered Another Education/Training Program | Found a Better Job | Registered to Vote | Become U.S. Citizen | Received Drivers License | Improved a Skill | Moved to another Level | Withdrew (date/code) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

## EVALUATION

Evaluation is the process of systematically identifying, collecting, analyzing, reporting and using information about the educational program in order to make sound decisions.

The four major reasons to evaluate a competency-based ABE program are to:

*Show evidence of the extent to which program goals and objectives have been met.
*Facilitate and encourage program improvement.
*Maintain and promote responsiveness to the needs of the target population.
*Determine the cost-effectiveness of the program of instruction.

The major elements of a comprehensive plan are shown below:

| Step | Question |
|---|---|
| 1. Objectives/Issues | What questions are being asked? |
| 2. Information Requirements | What information is needed to answer the questions? |
| 3. Information Source | From whom can the necessary information be secured? |
| 4. Instruments | What can be used to find the answer? |
| 5. Design | Who will complete the instruments and what comparisons may be made? |
| 6. Time Schedule | When will the information be collected, analyzed, and reported? |
| 7. Analysis | What do we do with the data? |
| 8. Report | Who needs to know about it?[11] |

In identifying which objectives are most important to evaluate, program managers need to consider internal as well as external monitoring of program operations.

[11] Handbook for CBAE Staff Development, pp. M12-16.

The internal evaluation of the program is the direct responsibility of the manager. Availability of time, staff, and/or funds will determine the scope of the evaluation process. However, it is necessary for the local evaluation plan to consider the eight steps previously listed.

Sources of evaluation information include:

*human resources (students, instructors, guidance personnel, administrators, clerical staff, volunteers)
*agencies
*business & industry
*records

The data collection instruments may be:

*forms (commercially produced or locally prepared)
*questionnaires or informed surveys (see Student Evaluation samples, pages II.38.a-g; Teacher Self-Appraisal samples, pages II.38.h-i).
*student records

External monitoring of the program is conducted by MSDE every four years. The evaluation team is comprised of personnel from MSDE and local programs. Prior to the on-site program visit, the evaluation packet found on pages II.30.i is to be completed by appropriate personnel within the local program, duplicated, and shared with each member of the evaluation team. Team members will utilize this packet information and observations during the on-site visit to determine commendations and recommendations for a report summarizing evaluation results. This report is forwarded from MSDE to the superintendent of schools or community college president with a copy to the local progam manager.

Teacher's Name _____

Class _____

Date _____

STUDENT EVALUATION

1. I am able to attend class

____ most of the time

____ about half of the time

____ seldom

2. The class atmosphere is

____ comfortable

____ uncomfortable

____ not important to me

3. I find my work

____ too hard

____ about right

____ too easy

4. The individual help I get in class is

____ enough

____ too little

5. I recommend the class to relatives and friends

____ often

____ sometimes

____ never

6. Does the teacher plan with you what you need to study to meet your goals?

____ yes

____ no

____ sometimes

7. Is what you learn in class helpful to you?

____ often

____ sometimes

____ never

One thing which I especially like about the class is _____

_____

_____

One thing which I dislike about the class is _____

_____

_____

Teacher's Name _____

Class _____

Date _____

## STUDENT EVALUATION

This form asks what you think about your adult education classes. Please say what you really think. You do not have to sign your name.

| | Very Good | Average | Poor |
|---|---|---|---|
| 1. The teacher made plans with me about what I would work on in class. | ____ | ____ | ____ |
| 2. The teacher was organized in teaching. | ____ | ____ | ____ |
| 3. I felt free to ask questions. | ____ | ____ | ____ |
| 4. The teacher answered my questions well. | ____ | ____ | ____ |
| 5. The teacher went over something again if I didn't understand it. | ____ | ____ | ____ |
| 6. The teacher made class interesting. | ____ | ____ | ____ |
| 7. What I learned will be useful to me. | ____ | ____ | ____ |
| 8. I would tell a friend to come to this class. | ____ | ____ | ____ |

How could the class be improved? _____

_____

_____

_____

How could the teacher improve? _____

_____

_____

_____

Teacher's Name _____

Class _____

Date _____

STUDENT EVALUATION

Circle your response to each question.

1. Was your teacher helpful when you had trouble learning or understanding class materials?

   Often ____ Sometimes ____ Never ____

2. Did your teacher encourage you to ask questions, disagree, express your ideas, etc.?

   Often ____ Sometimes ____ Never ____

3. Did your teacher encourage you to contact him/her outside the classroon if you had questions about class materials?

   Often ____ Sometimes ____ Never ____

4. Did your teacher present the class material in a way that was easily understood?

   Often ____ Sometimes ____ Never ____

5. Was your teacher well organized and prepared?

   Often ____ Sometimes ____ Never ____

6. Did your teacher meet his classes on time?

   Often ____ Sometimes ____ Never ____

7. Would you recommend this course to a friend who needed it?

   Yes ____ No ____ Maybe ____

COMMENTS:

Teacher's Name _____

Class _____

Date _____

STUDENT EVALUATION

This form asks what you think about your adult education classes. Please say what you really think. You do not have to sign your name.

1. What is your own most important reason for coming to adult education classes? (Please check only one.)

   ____ To be able to help my children with their schoolwork
   ____ To get a job or a better job
   ____ To learn the English language
   ____ To get a high school diploma
   ____ To improve myself by learning more
   ____ Other - please explain _____

   _____

2. How much are your adult classes helping you? (Please check only one.)

   ____ The classes are not helping at all.
   ____ The classes are helping me some, but not enough.
   ____ The classes are helping me a lot.

3. Are your adult education classes relaxed and friendly?

   ____ Yes ____ No

4. How do you feel about learning in your adult classes? (Please check only one.)

   ____ It is very hard. I am having a lot of trouble.
   ____ It is sometimes hard, but I don't have too much trouble.
   ____ It is not hard. I don't have any trouble.

5. Please write any suggestions here.

   _____

   _____

   _____

   _____

   _____

Teacher's Name _____

Class _____

Date _____

STUDENT EVALUATION

This form asks what you think about your adult education classes. Please say what you really think. You do not have to sign your name.

| | ALWAYS | SOMETIMES | NEVER |
|---|---|---|---|
| 1. The teacher asked what I wanted to learn in class. | | | |
| 2. The teacher helped me keep a record of the work I needed to complete to meet my goals. | | | |
| 3. The teacher was available to help me when I had difficulty with the work. | | | |
| 4. Classroom time was used wisely. | | | |
| 5. There were enough books and materials for me to use. | | | |

What did you like best about this class? _____

_____

_____

How could this class be improved? _____

_____

_____

Teacher's Name _____

Class _____

Date _____

STUDENT EVALUATION

1. What did you learn in this class that was most helpful to you?

_____

2. What would you do to make this class better? _____

_____

3. "I wish I could have spent more time on _____

_____."

4. "What I enjoyed most about class was _____

_____."

5. "If I were the teacer _____

_____."

An alternative to having students complete this form is to conduct individual interviews. The interview is most effective when administered by someone other than the classroom teacher or aide.

Teacher's Name _____

Class _____

Date _____

STUDENT EVALUATION

Please circle the letter of the correct answer.

1. Do you understand the teacher when she speaks?

   a) yes  b) no

2. Does the teacher answer your questions so you can understand?

   a) yes  b) no

3. Does the teacher teach what you need to know?

   a) yes  b) no

4. Does the teacher give:

   a) too much homework  b) not enough homework  c) enough homework

5. Do you think the class is:

   a) too difficult  b) too easy  c) the right level for you

6. Do you think there are:

   a) too many students  b) the right number of students
   c) too few students

7. What would you like to study more in class?

| | |
|---|---|
| conversation | reading |
| listening | writing |
| speaking | culture |
| vocabulary | grammar |

Comments:

Date_____

# TEACHER SELF-APPRAISAL

| | Feel Competent | Could Use Help | Wonder How Class Sees Me |
|---|---|---|---|
| Do I really enjoy working with adults and helping them learn? | ____ | ____ | ____ |
| Have I studied and reflected on the need for adult education? | ____ | ____ | ____ |
| Am I aware of individual differences among adult students, and how these affect my relationships with them? | ____ | ____ | ____ |
| Have I conscientiously sought to identify individual differences in my class group? | ____ | ____ | ____ |
| Have I prepared my material to deal with these differences? | ____ | ____ | ____ |
| Have I a system for making continuous evaluation of an individual's growth? | ____ | ____ | ____ |
| Have I arranged to devote ample time to the preparation and leadership of my adult group? | ____ | ____ | ____ |
| Am I striving to become more of a leader and a learner in my class, and less of a formal instructor? | ____ | ____ | ____ |
| Do I accept student criticism with a sense of understanding? | ____ | ____ | ____ |
| Am I bringing in qualified people who make contributions toward the group objectives? | ____ | ____ | ____ |
| Do I know what equipment/materials are available and am I using them to best advantage? | ____ | ____ | ____ |
| Have my materials and methods been adapted to and grown from the everyday experiences of my adult group? | ____ | ____ | ____ |

| | Feel Competent | Could Use Help | Wonder How Class Sees Me |
|---|---|---|---|
| Am I making use of the members of my group who can contribute to group goals? | ____ | ____ | ____ |
| Am I making use of libraries, museums, public agencies, civic organizations, and news media? | ____ | ____ | ____ |
| Am I keeping the group moving from the simple to the complex? | ____ | ____ | ____ |
| Am I using information from today's meeting in preparation for tomorrow's? | ____ | ____ | ____ |
| Have I made the best arrangement of the physical equipment to meet the needs of handicapped individuals? | ____ | ____ | ____ |
| Have I brought about a comfortable social atmosphere for the group? | ____ | ____ | ____ |
| Am I allowing my leadership to be improved by group evaluation? | ____ | ____ | ____ |
| Have I established good relations with other members of the staff and am I familiar with their programs? | ____ | ____ | ____ |

from Idea Book for More Effective Learning Activities

# TEACHER SELF-APPRAISAL

The following self-appraisal is for your own use. It should assist you in looking at good practices in working with adults. Periodically answer the questions to ascertain whether or not you are following these practices. Add other items you feel are necessary.

| DO YOU: | YES | NO |
|---|---|---|
| 1. Know the names of your students? | ___ | ___ |
| 2. Know something about the background of each student? | ___ | ___ |
| 3. Promote an atmosphere that is warm and inviting? | ___ | ___ |
| 4. Speak clearly and distinctly? | ___ | ___ |
| 5. Keep your learning area attractive and conducive to adult learning? | ___ | ___ |
| 6. Prepare lesson plans/contracts for/with your students? | ___ | ___ |
| 7. Guide learners to become responsible for their own learning? | ___ | ___ |
| 8. Spend some time in the area after class so that students may have individual conferences? | ___ | ___ |
| 9. Use variety of teaching techniques? | ___ | ___ |
| 10. Use various teaching aids, equipment, and materials? | ___ | ___ |
| 11. Encourage students to exchange ideas? | ___ | ___ |
| 12. Inform students on a regular basis about their progress, strengths, and weaknesses? | ___ | ___ |
| 13. Keep accurate student files? | ___ | ___ |
| 14. Follow up students who drop out or are frequently absent from class? | ___ | ___ |

from Idea Book for Designing More Effective Learning Activities

MARYLAND STATE DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION PROGRAM

FOUR YEAR EVALUATION

Adult Basic Education programs are formally evaluated by the Maryland State Department of Education (MSDE) every four years. Prior to the evaluation visit, the administrator of a LEA, with input from instructors and other staff members, is responsible for completing and making copies of the materials/forms listed below available to each member of the MDSE monitoring team.

1. Program Components Evaluation Form (see pages 38.j. 2-5 )
2. Student Activity Flow Evaluation (SAFE) (see pages III.1-III.12)
3. The Four Year Plan
4. Program Purpose Statement (see pages II.1, II.2)

A packet of these materials, which may either be mailed to the monitoring team members before the visitation or distributed at the visitation, will be utilized by the team, along with observations, to determine commendations and recommendations for the final MDSE report.

LOCAL PROGRAM _____ DATE _____

FORMS COMPLETED BY:

NAME _____ TITLE _____

Program Components Evaluation Form

Directions: Please record answers to the following questions in preparation for discussion with the monitoring team. Reference pages in the MAPP Management Manual are noted in parentheses.

| Program Area | Response |
| --- | --- |
| I. Staffing | |
| A. Describe staffing policies and procedures. | |
| B. Explain your staff development program. (II.3, II.4) | |

| Program Area | Response |
| --- | --- |
| II. Students | |
| A. Explain your student recruitment plan (II.5) | |
| B. How does your program provide for time flexibility with regard to open entry/ open exit and classroom instructional time? (II.2, II.3) | |
| C. Describe your counseling plan. (II.8-9) | |

| Program Area | Response |
| --- | --- |
| D. Show evidence of diversity of instructional materials. | |
| III. Recordkeeping | |
| A. Describe data collection procedures for MSDE reporting. (II.18-25) | |
| B. Show evidence of effective budget procedures. | |

| Program Area | Response |
| --- | --- |
| IV. Cooperative Arrangement<br><br>Describe inter-agency collaborative efforts. | |
| V. Evaluation<br><br>Describe your internal evaluation plan. (II.29-30) | |
| VI. Other<br><br>Describe special or unique elements of your program such as a volunteer component or an Advisory Board. | |

## STUDENT ACTIVITY FLOW

This chapter describes twelve recommended activities that should occur with students during INTAKE, INSTRUCTION, and EXIT. (see flowchart, page II.7). Local program personnel should use the charts that follow to evaluate whether and to what extent each activity is in place. Each chart focuses on one student related activity. The activity description includes a rationale, consideration questions, standards, and an implementation checklist.

1) The Rationale describes the importance of conducting the activity.
2) Considerations are then presented in the following question format:

*What is included in the activity?
*When is it conducted?
*Who conducts it?
*How is it conducted?

Those activities that require recordkeeping include the following consideration:

*What recordkeeping forms might be used?

Many of the considerations listed must meet certain standards to be effective. However, many are also affected by local program decisions. Therefore, each consideration question is posed in terms of either the verb "must" or "might."

*MUST indicates that all standards listed must exist for this consideration to be implemented effectively.
*MIGHT indicates that the standards listed are recommended or suggested, rather than required. Other standards may be more appropriate at the local program level.

3) Standards are the elements which determine whether the consideration is, in fact, implemented effectively.

4) The Implementation Checklist assists personnel in evaluating whether each consideration is being implemented effectively by enabling them to check if the standards are available locally. If a MUST verb is used with a consideration question, then all standards must be checked for that consideration to be implemented effectively. If a MIGHT verb is used with a consideration question, then local program personnel can decide what standard is most appropriate. When all considerations have been checked, the activity is then

fully implemented.

NOTE:

By completing the Implementation Checklist, local program personnel are using the evaluation tool which determines the extent to which the twelve recommended student activities are being implemented. This tool is called SAFE (Student Activity Flow Evaluation). It is recommended that SAFE be reviewed periodically to note any changes in implementation of the various activities.

INTAKE ACTIVITY: Orientation

Rationale

Effective student orientation should be available before any student begins instruction. This activity can be conducted in a formal advising session or informally by the teacher. During this orientation, the student should receive an explanation of all aspects of local adult education programs, including the availability of counseling services. The ESOL student should receive an explanation appropriate for his/her language proficiency. Student enthusiasm begins here as the student encounters warmth, empathy, and respect. An opportunity to discuss concerns about returning to school and possible solutions can reduce student anxiety.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | a warm welcome to the program, including recognition of the significance of this step in the student's life | ____ |
| | a description of all local adult educational services (Adult Basic Education, GED, External Diploma Program, Multi-Service Community Center, Adult General Education, ESOL, citizenship, etc.) and their eligibility requirements | ____ |
| | a description of counseling services provided either directly or by referral | ____ |
| | an understanding of what the student can anticipate as an adult learner | ____ |
| When MUST it be conducted? | before student data is identified and collected | ____ |
| | before the student is referred to another educational program, agency, etc. | ____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| Who MIGHT conduct it? | instructor | ____ |
| | guidance personnel | ____ |
| | administrator | ____ |
| | clerical staff | ____ |
| | volunteer | ____ |
| | _____ | ____ |
| | _____ | ____ |
| How MIGHT it be conducted? | by interview during the student's first class session | ____ |
| | by scheduling an orientation | ____ |
| | by telephone conversation | ____ |
| | by mail | ____ |
| | by brochure, flyer | ____ |
| | by video | ____ |
| | _____ | ____ |
| | _____ | ____ |

INTAKE ACTIVITY: Ide ifying Student Data

Rationale

Information collected to establish a written student profile should focus on two areas: 1) student demographic information and 2) student goals and learning interests. Demographic data on students help program managers determine needed services for their target population. Instructors also need demographic information since cultural and individual differences should be considered in instructional planning. The identification of individual student goals and learning interests also assists instructors in developing learning goals and instructional objectives.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | identification of demographic information:<br><br>name<br>sex<br>birthdate; age<br>race/nationality<br><br>identification of student's goals and interests:<br><br>goal(s) (why the student is returning to school, long range goals)<br><br>interests (what the student wants to learn) | <br><br>_____<br>_____<br>_____<br>_____<br><br><br><br>_____<br><br>_____ |
| When MUST it be conducted? | after student orientation<br><br>before instruction begins | _____<br><br>_____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| Who MIGHT conduct it? | instructor | _____ |
| | clerical staff | _____ |
| | volunteer | _____ |
| | guidance personnel | _____ |
| | _____ | _____ |
| | _____ | _____ |
| How MIGHT it be conducted? | by interview with student | _____ |
| | student individually completes form | _____ |
| | _____ | _____ |
| | _____ | _____ |
| What recordkeeping forms MIGHT be used? | locally developed information sheet | _____ |
| | Project MAPP Information Sheet (see samples, pages III. 2. a - c) | _____ |
| | Project MAPP Student Profile Side 1 (see sample , page II. 20. a) | _____ |
| | AND | |
| | locally developed interest survey | _____ |
| | Project MAPP Interest Survey (see samples, pages III. 2. d - h) | _____ |
| | Project MAPP Student Profile Side 1 (see sample, page II. 20. a) | _____ |
| | _____ | |

# ADULT BASIC EDUCATION INFORMATION SHEET

_____ Center

_____ Date of Enrollment

NAME _____
First Middle Last

STREET _____ CITY _____ STATE _____ ZIP CODE _____

SOCIAL SECURITY NUMBER _____ HOME PHONE _____ WORK PHONE _____

MALE ___ FEMALE ___ BIRTH DATE _____ AGE ___

RACE/NATIONALITY ___Black ___White ___Oriental ___Am. Ind. ___Hispanic ___Other

---

High School Graduate? ___Yes ___No Employed? ___Full-time ___Part-time ___No

Type of Enrollment _____New _____Returning Student

Have you taken the GED Test before? ____ ____
No Yes

When _____ Where _____ Did you pass any of the five parts? ___

How did you hear about our program? ___Friend/Relative ___Teacher ___Employer
___Radio ___Newspaper ___Flyer ___Counselor

What are your education goals? (Please check)

1. ____ Help children with homework
2. ____ Get a job, get a better job, go to job-training
3. ____ Get a high school diploma (GED, EDP)
4. ____ Go to college
5. ____ Improve spoken English
6. ____ Improve reading, writing, math
7. ____ Other (Please explain) _____

---

PLEASE DO NOT WRITE BELOW THIS LINE

---

ASSESSMENT

Placement Test _____ _____
Date Score

Placement _____ _____
Date Score

Survey Achievement _____

Other _____

_____

EXIT INFORMATION

REASON FOR SEPARATION _____ DATE _____

COMMENTS _____

RECOMMENDATIONS _____

ENTRANCE TEST RESULTS _____

_____

Student Assigned to _____
Teacher

A.M. P.M.

FOLLOW-UP INFORMATION

DATE COMPLETED

LEVEL 1-4 _____
LEVEL 5-8 _____
LEVEL 9-12 _____
RECEIVED GED _____

Date _____

INFORMATION SHEET

NAME _____
First Middle Last

STREET _____ CITY _____ STATE _____ ZIP _____

SOCIAL SECURITY NUMBER _____ HOME PHONE _____ WORK PHONE _____

SEX _____ RACE/NATIONALITY ____ BLACK ____ AMERICAN INDIAN
____ WHITE ____ HISPANIC
____ ASIAN ____ OTHER

BIRTHDATE _____

HIGHEST GRADE COMPLETED _____ EMPLOYED? _____

WHAT ARE YOUR EDUCATION GOALS? (PLEASE CHECK)

1. _____ Handle everyday life situations more easily
2. _____ Help children with homework
3. _____ Get a job, get a better job, go to job training
4. _____ Get a high school diploma (GED)
5. _____ Go to college
6. _____ Improve English speaking skills
7. _____ Improve reading, writing, math
8. _____ Other (Please explain) _____

_____

HOW DID YOU HEAR ABOUT OUR PROGRAM? _____

DO NOT WRITE BELOW THIS LINE

ASSESSMENT INFORMATION

CLASS ASSIGNMENT

Date _____

INFORMATION SHEET

_____
(Last Name) (First Name) (Middle Initial)

_____
(Address) (City or Town) (State) (Zip)

_____
(Social Security Number) (Birth Date) (Telephone Number)

1. SEX: ___ Male
___ Female

2. HIGHEST GRADE COMPLETED IN SCHOOL: _____

3. TYPE OF ENROLLMENT:

___ New
___ Returning student

4. WORK STATUS:

___ 1 Employed

_____
(Where)

_____
(Full or Part-time)

___ 2 Unemployed (incl. Housewives)
___ 3 Retired
___ 4 Military Service
___ 5 Student

5. ETHNIC GROUPS:

___ 1 Black
___ 2 Hispanic
___ 3 Asian
___ 4 American Indian
___ 5 White
___ 6 Vietnamese & Cambodian
___ 7 Other Foreign

6. HOW I FOUND OUT ABOUT THIS PROGRAM:

___ 1 Friend
___ 2 Recruiter-Counselor
___ 3 High School Counselor
___ 4 College Counselor
___ 5 ABE Teacher
___ 6 Adult Student
___ 7 Agency
___ 8 Employer
___ 9 Newspaper
___ 10 College Schedule
___ 11 Radio/TV
___ 12 Poster
___ 13 Other _____

7. WHY I ENTERED THIS PROGRAM:

___ 1 Handle everyday life situations more easily
___ 2 Help children with homework
___ 3 Get a job, get a better job, go to job training
___ 4 Get a high school diploma (GED)
___ 5 Go to college
___ 6 Other (Please explain) _____

_____

Center _____ Name _____

Instructor _____ Date _____

INTEREST SURVEY

Directions: Please check (√) each item that you are interested in learning more about. After completing the survey, go back and circle the number of the five most interesting items to you.

| | | |
|---|---|---|
| _____ | I.1 | Weigh and measure things |
| _____ | I.1 | Follow recipes |
| _____ | I.2 | Count and use money |
| _____ | I.3 | Shop using stores and catalogs |
| _____ | I.3 | Shop using cash, checks, money orders, and credit cards |
| _____ | I.4 | Compare prices to find the "best buy" |
| _____ | I.5 | Find and obtain housing |
| _____ | I.6 | Budget money and understand bills |
| _____ | I.8 | Get items returned or fixed |
| _____ | I.8 | Understand operating instructions and warranties |
| _____ | I.9 | Use the bank |
| _____ | I.10 | Get a driver's license |
| _____ | II.1 | Use the telephone and telephone book |
| _____ | II.2 | Use maps, schedules, and travel signs |
| _____ | II.3 | Understand the clock and calendar |
| _____ | II.4 | Use the post office |
| _____ | II.5 | Use emergency, health, education, and library services |
| _____ | II.6 | Find and use places where I can eat, travel, and be entertained |

(over)

_____ III.1 Make a doctor's appointment and follow a doctor's directions

_____ III.2 Fill out medical forms

_____ III.3 Understand medicine labels

_____ III.4 Prevent accidents and give first aid

_____ III.5 Keep myself and my family healthy

_____ IV.1 Get a job

_____ IV.2 Understand job benefits and wages

_____ IV.3 Understand work safety

_____ IV.4 Keep a job and/or get a promotion

_____ V.1 Register and vote

_____ V.2 Understand legal forms (Traffic tickets, wills, etc.)

_____ V.3 Understand income taxes and/or sales tax

If there are any other life skills that you would like to study, please list them here.

_____

_____

_____

Center _____ Name _____

Instructor _____ Date _____

INTEREST SURVEY

Directions: Please check (√) each item that you are interested in learning more about. After completing the survey, go back and circle the number of the five most interesting items to you.

Consumer Economics

_____ I.1 Weigh and measure things

_____ I.2 Count and use money

_____ I.3 Buy goods and services using catalogs, discount stores, credit, money orders, and checks

_____ I.4 Understand what is on a food label

_____ I.4 Compare prices of goods and services to find the best buys

_____ I.5 Find an apartment or a house, understand the papers I have to sign, and take care of my property

_____ I.6 Budget my money and understand my bills

_____ I.8 Identify the ways to get merchandise fixed or returned

_____ I.8 Use and take care of the things I own

_____ I.9 Use the bank for checking or savings accounts or loans

_____ I.10 Get a driver's license

_____ I.10 Buy and take care of my car

Community Resources

_____ II.1 Use the telephone and telephone book

_____ II.2 Read and use maps, schedules, and travel signs

_____ II.3 Understand the clock and calendar

_____ II.4 Use the post office

_____ II.5 Use emergency, health, education, and library services

_____ II.6 Find and use places where I can eat, travel and be entertained

(over)

Health

_____ III.1 Make doctor's appointments and follow doctor's directions

_____ III.2 Fill out medical forms

_____ III.3 Use medicines

_____ III.4 Prevent accidents or help someone in an emergency

_____ III.5 Help my family and myself stay healthy

Occupational Knowledge

_____ IV.1 Get a job

_____ IV.2 Understand job benefits and wages

_____ IV.3 Prevent accidents on the job

_____ IV.4 Keep a job and/or get a promotion

Government and Law

_____ V.1 Register and vote

_____ V.2 Understand legal forms and traffic tickets

_____ V.3 Understand taxes

If there are any other life skills that you would like to study, please list them here.

_____

_____

_____

Center _____ Name _____

Instructor _____ Date _____

## INTEREST SURVEY

Directions: Please circle the numbers of the items that interest you. Place a star (*) by the numbers that are most interesting to you.

I.1 Weigh and measure things

I.1 Follow recipes

I.2 Count and use money

I.3 Shop using stores and catalogs

I.3 Shop using cash, checks, money orders and credit cards

I.4 Compare prices

I.5 Find and obtain housing

I.6 Budget money and understand bills

I.8 Get items returned or fixed

I.8 Understand operating instructions and warranties

I.9 Use the bank

I.10 Get a driver's license

I.10 Buy and take care of my car

II.1 Use the telephone and telephone book

II.2 Use maps, schedules, and travel signs

II.3 Understand the clock and calendar

II.4 Use the post office

II.5 Use emergency, health, education and library services

II.6 Find and use places where I can eat, travel and be entertained

III.1 Make a doctor's appointment and follow a doctor's instructions

III.2 Fill out medical forms

III.3 Understand medicine labels

III.4 Prevent accidents and give first aid

III.5 Keep myself and my family healthy

IV.1 Get a job

IV.2 Understand job benefits and wages

IV.3 Understand work safety

IV.4 Keep a job and/or get a promotion

V.1 Register and vote

V.2 Understand legal forms (traffic tickets, wills, etc.)

V.3 Understand income taxes and/or sales tax

If there is anything else that interests you, please list it here.

_____

_____

In a few sentences, write about why you are coming to this class.

_____

_____



III.2.f

Center _____ Name _____

Instructor _____ Date _____

# INTEREST SURVEY

Directions: Please circle the numbers of the items that would interest you. Place a star (*) by the numbers that are most interesting to you.

## Consumer Economics

I.1 Weigh and measure things
I.1 Follow recipes
I.3 Shop from catalogs
I.3 Shop using cash, checks, money orders and credit cards
I.4 Compare prices
I.5 Find and obtain housing
I.6 Budget money and understand bills
I.8 Get items returned or fixed
I.8 Understand operating instructions and warranties
I.9 Use banking services
I.10 Get a driver's license
I.10 Buy and take care of my car

## Community Resources

II.1 Use the telephone and telephone book
II.2 Use maps, schedules, and travel signs
II.4 Use the post office
II.5 Use emergency, health, education and library services
II.6 Find and use places where I can eat, travel and be entertained

## Health

III.1 Follow a doctor's instructions
III.2 Fill out medical forms
III.3 Understand medicine labels
III.4 Prevent accidents and give first aid
III.5 Understand and practice good nutrition

## Occupational Knowledge

IV.1 Get a job
IV.1 Use the newspaper - Job ads
IV.2 Understand job benefits and wages
IV.3 Understand work safety
IV.4 Keep a job and/or get a promotion

(over)

Government and Law

V.1 Register and vote
V.2 Understand legal forms (traffic tickets, wills, etc.)
V.3 Understand income taxes and/or sales tax
V.4 Know how the government works

If there is anything else that would interest you, please list here.

_____

_____

_____

In a few sentences, write about why you are coming to this class.

_____

_____

_____

# Interest Survey

Name _____ Date _____ DOB _____

Why did you decide to come back to school? _____

_____

What do you want to work on? _____

_____

Are there any specific things -- maybe something related to your job or your family -- that you would like to work on right away? _____

_____

Where did you go to school as a child and how long did you attend?

_____

_____

_____

Assessment Information:

Comments/Further Information _____

ESOL

INTEREST SURVEY

NAME _____ HOME PHONE NUMBER _____

ADDRESS _____

_____

ARE YOU EMPLOYED? YES _____ NO _____ WORK PHONE NUMBER _____

WHAT IS YOUR REASON FOR ATTENDING CLASS?

_____ to learn to speak English
_____ to learn to read English
_____ to learn to write English
_____ to get a job
_____ to become an American citizen

WHICH OF THESE PLACES DO YOU GO TO OFTEN?

_____ doctors/clinic
_____ library
_____ children's school
_____
_____ church
_____ bank
_____ supermarket
_____
_____ drug store
_____ ESL classes
_____ work
_____ social services
_____ post office
_____ daycare center
_____ other _____

WHEN YOU NEED HELP WITH ENGLISH, WHO TRANSLATES FOR YOU?

_____ friend
_____ sponsor
_____ other
_____ son, daughter, or other member of your family
_____ nobody

DO YOU NEED HELP WITH ANY OF THESE?

_____ filling out forms
_____ talking to a doctor
_____ ordering at a restaurant
_____ looking for an apartment/house
_____ using public transportation
_____ making appointments
_____ using the telephone
_____ asking for directions
_____ talking to the rental office
_____ talking to your supervisor
_____ talking to my children's teachers
_____ talking to people
_____ going to the supermarket
_____ going to social services
_____ looking for a job
_____ getting a driver's license
_____ other

WHAT ARE YOUR LONG-TERM PLANS IN THE UNITED STATES?

_____ to stay home
_____ to study in a college/university
_____ to study job training
_____ get a better job
_____ to get a job
_____ other _____

Oral Skills Level _____
Reading Level _____
Writing Level _____ _____

## Interest Survey

Name _____ Native Country _____

Address _____ Native Language _____

_____ Other Languages _____

Telephone Number _____

---

## NEEDS ASSESSMENT CHECKLIST

I want to be able to: Check no more than 20 items

Basic Skills

1. Speak clearly _____
2. Learn alphabet _____
3. Read in English _____
4. Write in English _____
5. Tell about myself _____
6. Introduce people _____
7. Talk about my native country _____
8. Learn the names of food, clothing, etc. _____

---

Consumer Economics

9. Read food packages _____
10. Read clothing labels _____
11. Return an item to a store _____
12. Use checks and credit cards _____
13. Use the bank _____
14. Read a recipe _____
15. Read advertisements _____
16. Get a driver's license _____
17. Rent an apartment _____
18. Buy a car _____
19. Buy a house _____
20. Hire a repairman _____
21. Understand insurance _____
22. Read a lease _____



(over)

| | | | |
|---|---|---|---|
| Community Resources | 23. | Order food at a restaurant | _____ |
| | 24. | Read a menu | _____ |
| | 25. | Use the telephone | _____ |
| | 26. | Understand a weather report | _____ |
| | 27. | Talk about the news | _____ |
| | 28. | Use the post office | _____ |
| | 29. | Follow directions | _____ |
| | 30. | Read a schedule | _____ |
| | 31. | Read a map | _____ |
| | 32. | Tell time | _____ |
| | 33. | Use the calendar | _____ |
| | 34. | Plan a trip | _____ |
| Health | 35. | Describe illness | _____ |
| | 36. | Make an appointment | _____ |
| | 37. | Locate a doctor | _____ |
| | 38. | Talk about health and safety practices | _____ |
| | 39. | Read medicine labels | _____ |
| | 40. | Understand warnings | _____ |
| Occupational Knowledge | 41. | Talk about my job | _____ |
| | 42. | Find a job | _____ |
| | 43. | Complete applications | _____ |
| | 44. | Understand job requirements in U.S. | _____ |
| Government and Law | 45. | Know about taxes | _____ |
| | 46. | Learn about U.S. government | _____ |
| | 47. | Learn what to do to become a citizen | _____ |

INTAKE ACTIVITY: Placement

Rationale

The accurate placement of students into programs (ABE and ESOL) and levels (Beginning, Intermediate, Advanced) depends on collecting accurate information. Assessment information is an essential part of determining accurate placement. Used in conjunction with information gathered during the Orientation and Identifying Student Data activities, placement tests can be used to establish appropriate program levels.

For ESOL students accurate placement may be made by using tests to assess functional speaking/listening, writing and reading abilities and comparing the results with the ESOL skill level descriptions for beginning, intermediate and advanced.

Both the content of the tests and the mode used to complete the tests (reading, writing, listening, speaking, or computing) should be consistent with the content and method of instruction used at the program level. It is important that placement tests be easy to administer, score, and interpret. The results should be immediately available. Only a minimal amount of time should be needed to administer the test. It is important to verify that placement test and procedures are accurately placing students into program levels, particularly when they are being implemented for the first time.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | review of student goals/interests | _____ |
| | determination of student's functioning level in reading, writing, and math (ABE) | _____ |
| | or | |
| | determination of student's functioning level in listening/speaking, reading, or writing (ESOL) | _____ |
| When MUST it be conducted? | after orientation | _____ |
| | after identifying and collecting student data | _____ |
| | before instruction begins | _____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| Who MIGHT conduct it? | guidance personnel | ____ |
| | instructors | ____ |
| | _____ | ____ |
| | _____ | ____ |
| How MIGHT it be conducted? | by interview/observation | ____ |
| | analyzing student data | ____ |
| | using a criterion - referenced placement test | ____ |
| | by obtaining writing sample | ____ |
| | _____ | ____ |

INSTRUCTION ACTIVITY: Rev wing Student Data

Rationale

Due to the diversity of an adult student's learning needs, it is necessary for the instructor to carefully review the student profile compiled during INTAKE activities prior to beginning instruction. To effectively determine where to begin instruction, the teacher should note the educational value of the student's life experiences, examine his/her present learning goals and interests, and decide what type of diagnosis (if any) or course of study is needed.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | review of student demographic information | _____ |
| | review of student goal(s) | _____ |
| | review of student learning interests | _____ |
| | review of placement results | _____ |
| When MUST it be conducted? | before student diagnosis/planning student course of study | _____ |
| | before instruction begins | _____ |
| Who MUST conduct it? | instructor | _____ |
| How MIGHT it be conducted? | instructor reviews the information independently | _____ |
| | instructor and student meet to review or discuss additional information | _____ |
| | _____ | _____ |
| | _____ | _____ |

INSTRUCTION ACTIV. .: Diagnosis

Rationale

Once the student is placed into an appropriate program level, more in-depth information is needed by the instructor to identify learning strengths and weaknesses and to determine where instruction should begin. This information should be looked at in relation to the student's goals and curriculum emphasis, including prerequisite skills and competencies. Diagnosis for ESOL students depends on language proficiency level of the student. Consideration should be given to determine if the student is literate or illiterate in his/her native language. The information gained from the diagnosis will assist the instructor in setting up a student learning plan.

It must be noted, however, that in-depth diagnostic information for each student requires a substantial investment of time on the part of the student and the instructor. Given that the majority of adult basic education programs have only part-time classes scheduled, it may not be possible to fully implement this activity due to lack of financial resources and program instructional schedule.

Each local program may choose to address this activity through use of standardized, group administered basic skill tests (where an error analysis is provided) or informal, individual student assessment designed by the instructor. Local decisions will be influenced by student population, staff availability and program resources.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | identification of prerequisite skills that the student needs to accomplish his/her specific goal | ____ |
| | determination of student's learning strengths and weaknesses (relative to basic and life skills) | ____ |
| | determination of whether student's present placement is/is not appropriate | ____ |
| When MUST it be conducted? | after initial placement | ____ |
| | after reviewing student data | ____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| Who MUST conduct it? | instructor or designated testing personnel | _____ |
| How MIGHT it be conducted? | using a profile of test scores - preferably using error analysis | _____ |
| | examining work samples which depict the range of learner knowledge | _____ |
| | using applied performance measures | _____ |
| | using a Survey Achievement pretest | |
| | _____ | _____ |

INSTRUCTION ACTIVITY: Mutua y Designed Learning Plan

Rationale

At this point in the flow of student activities, the learner has been placed into a program and level, diagnosis has been conducted, and all of the information obtained has been incorporated into the student profile. The decision where to begin instruction can now be made effectively. Since the learner participates in identifying his/her learning objectives (stated in behavioral terms), as well as the methods, techniques and strategies to achieve these objectives, the instructor and student should mutually design his/her learning plan. It is to the learner's benefit to have this plan in writing so that he/she can take responsibility for the learning activities.

To the extent possible, the ESOL student may identify the competencies (objectives) essential to him/her in his/her language learning. In reaching these objectives, a student will learn grammatical structures either through a functional or conversational approach. To optimize learning English, teachers should aim to help the student learn to use the grammar presented in meaningful communication.

This plan includes the student's learning objectives, how he/she will learn, and how the learning will be assessed.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MIGHT be included in this activity? | student's learning objectives/goals<br>vocabulary<br>enabling skills<br>instructional activities/teaching strategies<br>materials/resources needed<br>how mastery will be demonstrated<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| When MUST it be conducted? | immediately prior to instruction | _____ |
| Who MUST conduct it? | instructor<br>student | _____<br>_____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| How MIGHT it be conducted? | using Project MAPP Instructional Booklets | _____ |
| | using commercially produced manuals/guides | _____ |
| | _____ | _____ |
| | _____ | _____ |
| | _____ | _____ |
| What recordkeeping forms MIGHT be used? | locally developed learning plan | _____ |
| | Project MAPP Learning Plan (see samples, pages III.6. a-b) | _____ |
| | _____ | _____ |

# LEARNING PLAN

Name: _____

Starting Date: _____ Date Completed: _____

Objective: _____ Instructors: _____

_____ _____

_____ _____

| Skill to be learned | Learning Activity | Materials |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Evidence of skill achievement: _____

_____

_____

_____

_____

_____

_____

LEARN 3 PLAN

Student's Name: _____ Instructor: _____

Objective: _____ Class: _____

_____

Date: _____

| Date | Skills (Life/Basic) | Instructional Materials (include page numbers) | Date Completed | Student/Teacher Assessment (comments) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

INSTRUCTION ACTIVITY: Active Learning

Rationale

After developing the learning plan which has been based on a diagnosis of the student's strengths and weaknesses in relation to learning outcomes, active learning begins. The student learns how to do something so that he/she can see meaning and utility in what is being learned. By integrating basic and life skills instruction, an immediate usefulness and relevance of the learning experience will help to motivate the student.

As most second language students have as their goal the ability to speak English, language items should be presented in situations which will clarify their meanings. Efficient communication requires that speakers share the social meaning of the linguistic forms, knowing when, how and to whom it is appropriate to use these forms.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MIGHT be included in this activity? | learning resources (printed materials, people, places) | _____ |
| | learning activities/strategies (detailed and sequenced) | _____ |
| | learning approaches and style (based on student's preference) | _____ |
| | _____ | _____ |
| | _____ | _____ |
| When MUST it be conducted? | after mutually designing a learning plan | _____ |
| | before monitoring student progress | _____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| Who MUST conduct it? | student | _____ |
| How MIGHT it be conducted? | in a formal setting | _____ |
| | in an informal setting | _____ |
| | by self-direction | _____ |
| | by teacher facilitation | _____ |
| | by peer coaching | _____ |
| | _____ | _____ |
| | _____ | _____ |

INSTRUCTION ACTIVITY: Monitoring Student Progress

Rationale

On-going monitoring of student learning is essential in a competency-based program. Progress must be checked frequently, and the results need to be shared with the student. These progress checks will help to determine the need for changes in materials, pacing, and mode of presentation. Documenting learner progress is an important CBAE element. Therefore, written verification of the extent of student learning is necessary.

In addition, a competency-based education program needs a uniform method of reporting group progress which provides articulation among program levels and a system of accountability.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | the extent to which the student has mastered the outcomes (to reinforce that learning has taken place)<br>the areas of additional instruction (needed to obtain the goal) | _____<br>_____ |
| When MUST it be conducted? | throughout the teaching/learning process<br>at the end of specific units of instruction<br>at required intervals of instruction (administration of Survey Achievement* posttest 75 hours after pretest)<br>*Not used with ESOL students | _____<br>_____<br>_____ |
| Who MUST conduct it? | instructor<br>student | _____<br>_____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| How MIGHT it be conducted? | using instructional unit tests - either teacher made or commercially produced (using error analysis) | _____ |
| | using checklists | _____ |
| | keeping an anecdotal commentary/observation log | _____ |
| | using applied performance measures | _____ |
| | collecting work samples | _____ |
| | using Survey Achievement Tests (to monitor group progress)* | _____ |
| | *Not used with ESOL students | |
| | _____ | _____ |
| | _____ | _____ |
| What recordkeeping forms MIGHT be used? | locally developed form | _____ |
| | Project MAPP Student Progress Record (see samples, pages III.8. a-j) | _____ |
| | Project MAPP Student Profile, Side 2 (see sample, page II. 20. a) | _____ |
| | _____ | _____ |

Student's N. : _____

Student Progress Record (Basic Skills)

**Listening**

Vocabulary _____

Synthesizing Information _____

**Speaking**

Being Understood _____

Getting and Giving Information _____

Explaining _____

Speaking Effectively _____

**Writing**

Handwriting _____

Spelling _____

Punctuation _____

Capitalization _____

Grammar _____

Sentence Structure _____

Composition _____

**Mathematics**

Whole Numbers _____

Decimal Fractions _____

Fractions _____

Percents _____

Equations & Formulas _____

Measurement _____

Graph Data & Averages _____

**Reading**

Vocabulary _____

Comprehension _____

Study Skills _____

Expanded Reading _____

_____

_____

Student s Name _____

Student Progress Record (Life Skills)

I. Consumer Economics

- Measures _____
- Coins & Currency _____
- Shopping _____
- Purchasing Goods & Services _____
- Comparison Shopping _____
- Money Management _____
- Consumer Protection Laws & Resources _____
- Care & Upkeep of Personal Possessions _____
- Banking _____
- Automobiles _____

II. Community Resources

- Telephone _____
- Transportation & Travel _____
- Time _____
- Post Office _____
- Community Agencies & Services _____
- Leisure Time _____

III. Health

- Medical Assistance _____
- Medical & Dental Forms _____
- Medications _____
- Health & Safety Procedures _____
- Health Maintenance _____
- Major Health Problems _____

IV. Occupational Knowledge

- Finding a Job _____
- Wages, Benefits & Organizations _____
- Workplace Safety _____
- Keeping a Job _____

V. Government and Law

- Voting _____
- Personal Rights _____
- Taxation _____

Student's Name _____

Student Progress Record (Life Skills/Consumer Economics)

| I.1 | Measures | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| | English/Metric System | | | | | | |
| | Measures & Formulas | | | | | | |
| | Maps, Distance, Graphs | | | | | | |
| | Temperature | | | | | | |
| | Recipes | | | | | | |
| | Product Containers | | | | | | |
| | Clothing | | | | | | |
| I.2 | Coins & Currency | | | | | | |
| I.3 | Purchasing | | | | | | |
| | Ways to Buy | | | | | | |
| | Charge Accounts | | | | | | |
| | Credit, Buying | | | | | | |
| | Coupons | | | | | | |
| | Coin Operated Machines | | | | | | |
| | Locating Consumer Goods | | | | | | |
| I.4 | Comparison Shopping | | | | | | |
| | Ads/Labels/Charts | | | | | | |
| | Best-Buy | | | | | | |
| | Discounts | | | | | | |
| | Unit Pricing | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

III.8.b

Student's Name _____

Student Progress Record (Life Skills/Consumer Economics)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| I.5 | Housing | | | | | | |
| | Kinds of Housing | | | | | | |
| | Classified Ads | | | | | | |
| | Lease & Rental Equipment | | | | | | |
| | Utilities | | | | | | |
| | Rental & Landlord Rights | | | | | | |
| | Loans & Insurance | | | | | | |
| | Home Maintenance | | | | | | |
| | Theft & Fire Prevention | | | | | | |
| I.6 | Money Management | | | | | | |
| | Budgets | | | | | | |
| | Major Purchases | | | | | | |
| | Bills/Credit Reports | | | | | | |
| I.7 | Consumer Protection Laws & Resources | | | | | | |
| | Food Packaging Labels | | | | | | |
| | Confronting Fraudulent Tactics | | | | | | |
| | Defective and Inappropriate Merchandise | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Life Skills/Consumer Economics)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| I.8 | Care & Upkeep of Personal Possessions | | | | | | |
| | Product Guarantees & Warranties | | | | | | |
| | Clothing Care Labels | | | | | | |
| | Operating Instructions, Directions, Labels | | | | | | |
| | Home Maintenance | | | | | | |
| | Obtaining Repairs | | | | | | |
| I.9 | Banking | | | | | | |
| | Savings & Checking Accounts | | | | | | |
| | Procedures & Forms | | | | | | |
| | Interest | | | | | | |
| | Loans | | | | | | |
| I.10 | Automobiles | | | | | | |
| | Signs | | | | | | |
| | Driver's License | | | | | | |
| | Mileage & Gas Consumption | | | | | | |
| | Maps | | | | | | |
| | Purchasing a Car | | | | | | |
| | Automobile Maintenance | | | | | | |
| | Automobile Emergencies | | | | | | |
| | Automobile Insurance | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Life Skills/Community Resources)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| II.1 | Telephone | | | | | | |
| | Directory | | | | | | |
| | Emergency Calls | | | | | | |
| | Time Zones | | | | | | |
| | Billings | | | | | | |
| | Telegrams | | | | | | |
| | Pay Telephone | | | | | | |
| | Telephone Messages | | | | | | |
| II.2 | Transportation & Travel | | | | | | |
| | Directions | | | | | | |
| | Signs | | | | | | |
| | Types of Transportation | | | | | | |
| | Schedules & Fares | | | | | | |
| | Maps | | | | | | |
| II.3 | Time | | | | | | |
| | Clock | | | | | | |
| | Calendar | | | | | | |

*Levels to coincide with the placement levels: A, B, & C





III.8.c

Student's Name _____

Student Progress Record (Life Skills/Community Resources)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| II.4 | Post Office | | | | | | |
| | Addresses | | | | | | |
| | Postal Rates | | | | | | |
| | Postal Forms | | | | | | |
| | Lost Mail | | | | | | |
| | Money Orders | | | | | | |
| II.5 | Community Agencies and Services | | | | | | |
| | Local Resources | | | | | | |
| | Emergency Help | | | | | | |
| | Government Services | | | | | | |
| | Medical Facilities | | | | | | |
| | Signs & Directories | | | | | | |
| | Educational Services | | | | | | |
| | Library | | | | | | |
| | Permit & License | | | | | | |
| | Newspapers & Periodicals | | | | | | |
| | Child Care Services | | | | | | |
| | Community Service Providers | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Life Skills/Community Resources)

| II.6 Leisure Time | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Recreational Facilities | | | | | | |
| Television & Theater | | | | | | |
| Vacations | | | | | | |
| Restaurants | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Life Skills/Health)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| III.1 | Medical Assistance | | | | | | |
| | Symptoms | | | | | | |
| | Medical Appointments | | | | | | |
| III.2 | Medical and Dental Forms | | | | | | |
| | History Forms | | | | | | |
| | Immunization Forms | | | | | | |
| | Insurance Forms | | | | | | |
| III.3 | Medications | | | | | | |
| | Identification | | | | | | |
| | Labels | | | | | | |
| | Different Types | | | | | | |
| III.4 | Health and Safety Procedures | | | | | | |
| | Warnings | | | | | | |
| | Accident Prevention | | | | | | |
| | First-Aid | | | | | | |
| | Drugs, Tobacco, Alcohol | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Life Skills/Health)

| III.5 Health Maintenance | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Nutritional Information | | | | | | |
| Balanced Diet | | | | | | |
| Food Storage | | | | | | |
| Dental Health Practices | | | | | | |
| Cleanliness | | | | | | |
| Family Planning | | | | | | |
| Parenting | | | | | | |
| Mental Well-being Practices | | | | | | |
| Physical Well-being Practices | | | | | | |
| III.6 Major Health Problems<br>Major Diseases | | | | | | |
| Symptons | | | | | | |
| Causes | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Life Skills/Occupational Knowledge)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| IV.1 | Finding a Job | | | | | | |
| | Government Forms | | | | | | |
| | Applications & Resumes | | | | | | |
| | Job Ads | | | | | | |
| | Training Opportunities | | | | | | |
| | Job Interview | | | | | | |
| | Work Vocabulary | | | | | | |
| | Behavior & Attitudes | | | | | | |
| | Skills & Education | | | | | | |
| | Interests & Aptitude | | | | | | |
| | Job Needs | | | | | | |
| IV.2 | Wages, Benefits, & Organizations | | | | | | |
| | Paychecks (Deductions/Benefits) | | | | | | |
| | Employee Organizations | | | | | | |
| | Contracts & Union Agreements | | | | | | |
| | Employee Handbooks | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Life Skills/Occupational Knowledge)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| IV.3 | Workplace Safety | | | | | | |
| | Safety Signs | | | | | | |
| | Safety Manuals | | | | | | |
| | Safety Procedures | | | | | | |
| | Accident Reports | | | | | | |
| IV.4 | Keeping a Job | | | | | | |
| | Behavior & Attitudes | | | | | | |
| | Skills & Education | | | | | | |
| | Signs/Charts/Forms/ Written Directions | | | | | | |
| | Responsibilities | | | | | | |
| | Communications | | | | | | |

*Levels to coincide with the placement levels: A, B, & C



184

Student's Name _____

Student Progress Record (Life Skills/Government and Law)

| | | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|---|
| V.1 | Voting | | | | | | |
| | Voter Qualifications | | | | | | |
| | Voter Registration | | | | | | |
| | The Ballot | | | | | | |
| V.2 | Personal Rights & Responsibilities | | | | | | |
| | Forms & Ordinances | | | | | | |
| | Legal Advice | | | | | | |
| | Small Claims Court | | | | | | |
| | Door-to-door Sales | | | | | | |
| | Traffic Tickets | | | | | | |
| | Public Officials | | | | | | |
| V.3 | Taxation | | | | | | |
| | Income Tax | | | | | | |
| | Sales Tax | | | | | | |
| | Tax Tables | | | | | | |
| | Publications & Articles | | | | | | |

*Levels to coincide with the placement levels: A. B. & C





III.8.f

Student's Name _____

Student Progress Record (Life Skills/Government and Law)

| V.4 U. S. Government Systems | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Local Government | | | | | | |
| State Government | | | | | | |
| Federal Government | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Speaking)

| Being Understood | Date Introduced | Mastered | *Level | Date Introduced | Mastered | *Level |
|---|---|---|---|---|---|---|
| Speak clearly | | | | | | |
| Use inflection | | | | | | |
| Use standard English grammar | | | | | | |
| Getting and Giving Information<br>Give information about self | | | | | | |
| Ask a question | | | | | | |
| Answer a question | | | | | | |
| Provide factual detail | | | | | | |
| Relate detail in logical sequence | | | | | | |
| Give directions | | | | | | |
| Explaining<br>Articulate a problem | | | | | | |
| Paraphrase, summarize information | | | | | | |
| Speaking Effectively<br>Describe feelings | | | | | | |
| Express an opinion | | | | | | |
| Persuade | | | | | | |

III.8.9

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Speaking)

| Vocabulary | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Identify word meanings | | | | | | |
| Apply context clues | | | | | | |
| Synthesizing Information<br>Follow directions | | | | | | |
| Determine main ideas | | | | | | |
| Recall factual details | | | | | | |
| Discriminate between main ideas and details | | | | | | |
| Take notes | | | | | | |
| Organize ideas in a logical order | | | | | | |
| Evaluate information | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Writing)

| Handwriting | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Form upper case letters | | | | | | |
| Form lower case letters | | | | | | |
| Write a signature | | | | | | |
| Write numerals | | | | | | |
| Form symbols | | | | | | |
| Spelling<br>Spell a list of sight words | | | | | | |
| Write plural of words | | | | | | |
| Use prefixes and suffixes | | | | | | |
| Spell homonyms | | | | | | |
| Spell contractions | | | | | | |
| Spell abbreviations | | | | | | |
| Spell possessives | | | | | | |
| Spell commonly confused or misspelled words | | | | | | |
| Apply common spelling rules | | | | | | |

*Levels to coincide with the placement levels: A, B, & C



III.B.4

Student's Name _____

Student Progress Record (Basic Skills/Writing)

| Punctuation | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Use sentence ending punctuation | | | | | | |
| Use commas | | | | | | |
| Punctuate abbreviations | | | | | | |
| Use quotation marks | | | | | | |
| Use apostrophes | | | | | | |
| Use colons | | | | | | |
| Use semi-colons | | | | | | |
| Use hyphens | | | | | | |
| Capitalization<br>Capitalize the first word of sentences | | | | | | |
| Capitalize proper nouns and proper adjectives | | | | | | |
| Capitalize titles | | | | | | |
| Capitalize the word "I" | | | | | | |
| Capitalize salutations and closings in letters | | | | | | |
| Capitalize the first spoken word of a quotation | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Writing)

| Correct Grammar | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Identify parts of speech | | | | | | |
| Use subject/verb agreement | | | | | | |
| Use correct pronoun agreement and form | | | | | | |
| Use appropriate verb tense | | | | | | |
| Use irregular verb forms | | | | | | |
| Use contractions | | | | | | |
| Use possessives | | | | | | |
| **Sentence Structure** | | | | | | |
| Distinquish between a sentence and a phrase | | | | | | |
| Identify subject and predicate | | | | | | |
| Recognize four kinds of sentences (Dec., Inter., Imp., Excl.) | | | | | | |
| Identify types of sentences (simple, compound, complex) | | | | | | |
| Use modifiers | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Writing)

| Composition | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Write a sentence | | | | | | |
| Write a paragraph | | | | | | |
| Develop a simple outline (topical, phrase, sentence) | | | | | | |
| Construct a personal letter | | | | | | |
| Construct a business letter | | | | | | |
| Use basic proofreading skills | | | | | | |



*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Mathematics)

| Whole Numbers | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Add | | | | | | |
| Subtract | | | | | | |
| Multiply | | | | | | |
| Divide | | | | | | |
| Perform multiple operations | | | | | | |
| Estimate and round | | | | | | |
| Solve word problems | | | | | | |
| Decimal Fractions<br>Add | | | | | | |
| Subtract | | | | | | |
| Multiply | | | | | | |
| Divide | | | | | | |
| Perform multiple operations | | | | | | |
| Convert decimal fractions to common fractions or percents | | | | | | |
| Estimate and round | | | | | | |
| Solve word problems | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Mathematics)

| Fractions | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Recognize fractional amounts | | | | | | |
| Understand fraction vocabulary | | | | | | |
| Add common or mixed fractions | | | | | | |
| Subtract common or mixed fractions | | | | | | |
| Multiply common or mixed fractions | | | | | | |
| Divide common or mixed fractions | | | | | | |
| Perform multiple operations using fractions | | | | | | |
| Convert common or mixed fractions to decimal fractions or percents | | | | | | |
| Solve word problems | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Mathematics)

| Percents | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Apply a percent to determine amount of discount | | | | | | |
| Apply a percent in a context not involving money | | | | | | |
| Calculate percents | | | | | | |
| Convert percents to common, mixed, or decimal fractions | | | | | | |
| Calculate interest | | | | | | |
| Solve word problems | | | | | | |
| Expressions, Equations, or Formulas<br><br>Recognize or evaluate simple consumer formulas | | | | | | |
| Recognize or evaluate simple geometric formulas | | | | | | |
| Recognize or evaluate simple algebraic formulas | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Mathematics)

| Measurement | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Measure linear dimension, geometric shapes, or angles | | | | | | |
| Measure area and volume of geometric shapes | | | | | | |
| Use measurement instruments | | | | | | |
| Interpret scale drawings | | | | | | |
| Calculate with units of time | | | | | | |
| Solve measurement problems in simulated situations | | | | | | |
| Graph Data and Averages<br>Interpret data given in a line graph | | | | | | |
| Interpret data given in a bar graph | | | | | | |
| Interpret data given in a picture graph | | | | | | |
| Interpret data given in a circle graph | | | | | | |
| Compute an average from a given list of data points | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Reading)

| Vocabulary | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Distinguish positional words (i.e. over, under) | | | | | | |
| Use synonyms, antonyms, and homonyms | | | | | | |
| Solve word analogies | | | | | | |
| Utilize context clues | | | | | | |
| Identify content related sight vocabulary | | | | | | |
| Identify functional sight vocabulary | | | | | | |
| Comprehension Skills<br>Recognize punctuation signals (.,!?) | | | | | | |
| Classify information | | | | | | |
| Define main idea | | | | | | |
| Identify supporting details | | | | | | |
| Recall details | | | | | | |
| Develop sequences | | | | | | |
| Make inferences | | | | | | |
| Compare/contrast information | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

Student's Name _____

Student Progress Record (Basic Skills/Reading)

| Comprehension Skills (cont'd.) | Date Introduced | Date Mastered | *Level | Date Introduced | Date Mastered | *Level |
|---|---|---|---|---|---|---|
| Distinguish fact from opinion | | | | | | |
| Distinguish cause from effect | | | | | | |
| Draw conclusions | | | | | | |
| Summarize information | | | | | | |
| Identify figurative language (idioms, similes, metaphors) | | | | | | |
| Make predictions | | | | | | |
| Evaluate information | | | | | | |
| **Study Skills** | | | | | | |
| Alphabetize words | | | | | | |
| Follow directions | | | | | | |
| Skim and scan information | | | | | | |
| Locate information (dictionary, reference books, table of contents, index) | | | | | | |
| Organize information | | | | | | |
| **Expanded Reading** | | | | | | |
| Identify a variety of reading materials | | | | | | |

*Levels to coincide with the placement levels: A, B, & C

INSTRUCTION ACTIVITY: Exit Level

Rationale

Each local program will determine which competencies and what level of proficiency a student must demonstrate before moving to the next level of the program or to a different program. Information is needed to verify the student's level of mastery of specified competencies as he/she progresses through the program. This information, along with instructor input, will assist in making the decision of whether or not to move the student to the next level or to a different program.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | the extent to which the student is qualified to move to the next program level | _____ |
| | the extent to which the student is qualified to move to a different program | _____ |
| | the extent to which the student has mastered a set of competencies at a specified level of difficulty | _____ |
| When MUST it be conducted? | when the student demonstrates reliable performance that reflects desired outcomes | _____ |
| | as the student nears mastery | _____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| Who MUST conduct it? | instructor or guidance personnel | _____ |
| How MIGHT it be conducted? | using observation records | _____ |
| | using checklists | _____ |
| | using scores/exit level tests | _____ |
| | evaluating student products | _____ |
| | using applied performance measures | _____ |
| | _____ | _____ |
| | _____ | _____ |

EXIT ACTIVITY: Completion

Rationale

It is important not only to monitor student progress within the program, but to track continued progress of students who complete the program. A student who leaves the program because his/her learning goals have been achieved or because he/she has acquired the prerequisites to enter the next program is called a completer. Follow-up information on completers is valuable for accountability and program evaluation. It should be included in the MSDE annual performance reports. The information is also useful for identifing adults potentially in need of counseling services. Program "alumni" can serve as powerful peer models for current students by sharing with them successes they had in the program and those they achieved afterwards. Putting students in touch with alumni broadens their perspectives about what they can anticipate and achieve as learners. Successful completers are the best reference for any program. In addition, some completers might even be willing to provide some volunteer services.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | identification of who: | |
| | obtained an External High School diploma | _____ |
| | passed the GED test | _____ |
| | received U.S. citizenship | _____ |
| | entered another educational/training program | _____ |
| | gained employment | _____ |
| | secured employment retention or obtained job advancement | _____ |
| | have been removed from public assistance | _____ |
| | other | _____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| When MIGHT it be conducted | as soon as possible after the student completes the program | _____ |
| | at a specified time (1 month, 3 months, etc.) after the student completes the program | _____ |
| | _____ | _____ |
| | _____ | _____ |
| Who MIGHT conduct it? | instructor | _____ |
| | guidance personnel | _____ |
| | administrator | _____ |
| | clerical staff | _____ |
| | volunteer | _____ |
| | _____ | _____ |
| | _____ | _____ |
| How MIGHT it be conducted? | by telephone interview | _____ |
| | by a mailed questionnaire | _____ |
| | by personal interview | _____ |
| | _____ | _____ |
| | _____ | _____ |
| What recordkeeping forms MIGHT be used? | locally developed completion form | _____ |
| | Project MAPP Completion Form (see samples, pages III. 10. a-b) | _____ |
| | Project MAPP Assessment Record Form (see samples II.28.b-d) | _____ |
| | Project MAPP Student Profile, Side 1 (see sample, page II. 18. a) | _____ |
| | _____ | _____ |

# COMPLETION FOLLOW-UP

Name _____ Date _____

Address _____

Telephone Number _____ Class Location _____

Teacher _____

## Work Information

____ Obtained a job
____ Obtained a better job
____ Received a salary increase

## Educational Information

____ Obtained an External High School diploma
____ Entered a training program
____ Enrolled in another educational program
____ Passed the GED test
____ Improved basic skills for personal satisfaction and increased self-confidence
____ Completed learning objective

## Personal Information

____ Removed from public assistance
____ Registered to vote for the first time
____ Received U.S. citizenship
____ Received a driver's license

Would you be interested in becoming a volunteer tutor to help other students in the ABE Program? Yes ___ No ___

If yes, please give the time you will be able to help: Day ___ Evening ___
(If interested, you will be contacted with further details.)

# COMPLETION FOLLOW-UP

Mr.
Mrs.
Miss _____
Last Name First Name Initial

Class Location _____ Teacher _____

Date of Completion _____

Follow-up Action _____

_____

Achievements

- ☐ improved basic skills for personal satisfaction and increased self-confidence
- ☐ obtained an External High School diploma
- ☐ passed the GED test
- ☐ entered another education/training program
- ☐ obtained a job (unemployed upon entry)
- ☐ obtained a better job or salary increase
- ☐ was removed from public assistance
- ☐ registered to vote for the first time
- ☐ received U. S. citizenship
- ☐ received a driver's license
- ☐ completed learning objective

EXIT ACTIVITY: Withdrawal

Rationale

A student who leaves an ABE program before successful completion of his/her goal is considered to have withdrawn. Approximately 40-50% of students who begin an ABE program drop out prior to reaching their initial goal. Program personnel have very little control over a student's decision to leave the program early because variables affecting the adult's decision to leave are often unpredictable. However, it is beneficial for program managers to know the reasons why students withdraw so that efforts can be made to improve retention, if appropriate. These reasons must also be reported on the annual MSDE report. It is of benefit to the student to provide a reason for withdrawal so that he/she can be referred to another agency or educational program as needed.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MUST be included in this activity? | specific reasons for student withdrawal: | |
| | health problems | _____ |
| | childcare problems | _____ |
| | transportation problems | _____ |
| | family problems | _____ |
| | location of class | _____ |
| | lack of interest; instruction not helpful to participant | _____ |
| | time class/program is scheduled | _____ |
| | changed address or left area | _____ |
| | to take a job | _____ |
| | other reasons, if known | _____ |
| | unknown reasons | _____ |

III.11

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| When MIGHT it be conducted? | during INTAKE activities | _____ |
| | during INSTRUCTION activities | _____ |
| | _____ | _____ |
| | _____ | _____ |
| Who MIGHT conduct it? | instructor | _____ |
| | guidance personnel | _____ |
| | administrator | _____ |
| | clerical staff | _____ |
| | volunteer | _____ |
| | _____ | _____ |
| | _____ | _____ |
| How MIGHT it be conducted? | by telephone interview | _____ |
| | by mailed questionnaire | _____ |
| | by personal interview | _____ |
| | _____ | _____ |
| | _____ | _____ |
| What recordkeeping forms MIGHT be used? | locally developed withdrawal form | _____ |
| | Project MAPP Withdrawal Form (see samples, pages III. 11. a-c) | _____ |
| | Project MAPP Student Profile, Side 1 (see sample, page II. 20. a) | _____ |
| | _____ | _____ |

# WITHDRAWAL FOLLOW-UP

Mr.
Mrs.
Ms. _____
Last Name First Name Initial

Class Location _____ Teacher _____

Date of Withdrawal _____

Follow-up Action _____

_____

Reasons for Withdrawal

__ health problems
__ day care problems
__ transportation problems
__ family problems
__ location of class
__ to take a job
__ job time shift
__ lack of interest; instruction not helpful to participant
__ time class/program is scheduled
__ changed address or left area
__ other known reasons
__ unknown reasons

WITHDRAWAL FOLLOW-UP

Date _____

Dear

According to the ABE teacher's attendance records, it has been some time since you've attended class. The purpose of this letter is to let you know you've been missed, and we would be sorry to see you drop out.

If there is any kind of problem concerning the class or teacher, let us know.

Please call me at _____ to let me know your plans. I look forward to hearing from you.

Sincerely,

# WITHDRAWAL FOLLOW-UP

Date _____

Dear

We hope you will be returning soon to the adult education class that you had been attending. As adults, all of us have a busy schedule; however, we hope you can arrange your time so you may attend class on a regular basis. We miss you when you're absent---WE CARE!!!

Someone from the adult education program will be glad to contact you if you have a particular problem you would like to discuss.

So we may be aware of the reason or reasons for your absence, please complete the information requested below and return it in the enclosed envelope.

Sincerely,

_____

Instructor

(Cut on the broken line and return the bottom portion in the enclosed envelope.)

---

Name _____ Telephone Number _____

Mailing Address _____

_____

Please check the appropriate blanks:

___ Yes, I plan to return to class (indicate when). _____

___ No, I will not be returning to class because of (indicate reason or reasons):

- ___ health problems
- ___ daycare problems
- ___ transportation problems
- ___ family problems
- ___ location of class
- ___ lack of interest; instruction was not useful to me
- ___ time of the class was not convenient
- ___ a change in address
- ___ other reason (please explain): _____

___ Yes, I would like someone to call me to discuss this further.

EXIT ACTIVITY. Referral

Rationale

Student referral to appropriate external agencies and programs needs to be an integral part of CBAE programming. Referral can take place when a student has completed the program and wants to pursue further education and training. Students who have withdrawn should receive follow-up assistance to determine if a referral will assist them in reaching their goals. Referral can also take place with students who are actively participating in the CBAE program but need additional assistance.

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| What information MIGHT be included in this activity? | referral to community service agencies | _____ |
| | referral to educational programs | _____ |
| | referral to training programs | _____ |
| | referral to career development activities | _____ |
| | referral to county agencies | _____ |
| | _____ | _____ |
| | _____ | _____ |
| When MIGHT it be conducted? | during INTAKE activities | _____ |
| | during INSTRUCTION activities | _____ |
| | during EXIT activities | _____ |
| | _____ | _____ |
| | _____ | _____ |

| CONSIDERATIONS | STANDARDS | IMPLEMENTATION CHECKLIST |
|---|---|---|
| Who MIGHT conduct it? | instructor | _____ |
| | guidance personnel | _____ |
| | administrator | _____ |
| | clerical staff | _____ |
| | volunteer | _____ |
| | _____ | _____ |
| | _____ | _____ |
| How MIGHT it be conducted? | by telephone | _____ |
| | by personal contact | _____ |
| | by mail | _____ |
| | _____ | _____ |
| | _____ | _____ |
| What recordkeeping forms MIGHT be used? | locally developed referral form | _____ |
| | Project MAPP Referral Forms (see samples, pages III. 12. a-b) | _____ |
| | Project MAPP Student Profile, Side 1 (see sample, page II. 20.a) | _____ |
| | _____ | _____ |

## REFERRAL INFORMATION

(Agencies to which students may be referred)

| Student's Name | Date | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
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REFERRAL RM

| DATE | STUDENT NAME | AGENCY (PHONE NUMBER & CONTACT PERSON IF NECESSARY) | SUBJECT OF CALL | ACTION REQUIRED |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# PROGRAM PROCEDURES

## ADMINISTRATOR'S OVERVIEW

### Requirements

The mission statement of Maryland State Department of Education endorses the use of a competency-based process in all adult basic education programs. In support of MSDE's mission, all ABE/ESOL programs are required to have the following elements:

Program Components

- Completion of ABE Annual Performance Report
- Fiscal reporting
- Approved Multi-Year Local Plan or Proposal specified in the RFP
- Participation in state staff development activities

Student Activity Flow

- Identification of student's learning goals and interests
- Determination of students' functioning level in reading, writing, and math (ABE only); listening/speaking (ESOL only)
- Administration of Project MAPP Reading Placement Test to ABE students (NOTE: If special populations exist and an alternate test form is not appropriate, contact assessment personnel for suggestions).
- Administration of Project MAPP Survey Achievement Tests to ABE students (NOTE: Each local program has the discretion not to administer these tests to special populations such as Homeless, Literacy sites, Senior Citizens centers, and Mental Health sites).
- Integration of basic and life skills instruction
- Documentation of the extent to which the student has mastered the learning outcomes
- Maintenance of records for current students

# Assessment

A reliable, accurate, and relevant assessment system is an important aspect of competency-based education. In a CBAE process, the focus is shifted from traditional grade and seat-time based definition to a focus on what the student can do. The four areas of assessment are:

- Placement
- Diagnosis
- Monitoring Progress
- Exit

In order to support the assessment functions and to fulfill reporting requirements, instructors are to administer the following Project MAPP assessment tools which were constructed using the CASAS (Comprehensive Adult Student Assessment System).

1. Life-Skill Placement Test in reading is given to every ABE student once during each fiscal year with scores reported to local program directors.

2. Life-Skill Survey Achievement Tests in reading (pre and post) are given to ABE students who attend class during one designated week in the fall and who remain until 75-100 hours of instruction have been accomplished. These tests are used to monitor progress in all programs.

Specific test directions are available in this chapter behind the component and activity they support. Placement test directions are found with the Intake Component. Survey Achievement Pretest and Survey Achievement Posttest directions are found with the Instruction Component.

Additional CASAS assessment instruments designed to help programs in the areas of math, writing, oral, listening and employability skills are optional. Samples of these instruments may be found in the Administrator's Assessment Packet.

In order to assist instructors and program managers in describing the CASAS scale as it relates to competency attainment, the following chart has been developed. The ranges of scores have been established as guidelines, after field testing several CASAS instruments in Maryland.

CASAS Scale Score Interpretation - Used in reading, math and listening tests. These ranges have been established for use in Maryland programs.

| | |
|---|---|
| BELOW 200 | Participants functioning below 200 have difficulty with basic literacy and computational skills necessary to function in employment and in the community. These participants have difficulty providing basic personal identification in written form (e.g. job applications), are not able to compute wages and deductions on paychecks, and cannot follow simple basic written directions and safety procedures. (A Level) |
| 200-220 | Participants functioning between 200 and 220 have low literacy skills and have difficulty pursuing other than entry level programs requiring minimal literacy skills. They can fill out simple job application forms and demonstrate basic computations only. These participants are functioning below a 7th grade level. (B Level) |
| 221-230 | Participants functioning between 221 and 230 are functioning above a basic literacy level and are able to handle basic literacy tasks and basic computational skills in a functional setting related to employment. They have difficulty following more complex sets of directions and are functioning below a high school level. (C Level) |
| 231 and ABOVE | Participants functioning at or above 231 can function at a high school entry level in basic reading and math and, if they do not have a high school diploma, can profit from instruction at the high school level. They can usually perform work that involves following oral and written directions in familiar and some unfamiliar situations. Those participants 16 years of age and above can profit from instruction in General Educational Development (GED) preparation and, in a short time, have a high probability of passing the GED test, or they may enter an External Diploma Program. |

# Assessment Reminders

DO:

Administer Reading Placement Test to every student once each fiscal year.

Determine the level of Survey Achievement test based on the raw score obtained on the Placement Test.

Record Placement Test scores and level of Survey Achievement administered on a Record Keeping Form.

Administer the Survey Achievment pretests and posttests only during the designated times established by your county.

Provide your students with experience using a standardized answer sheet before you administer a Survey Achievement test.

Be certain to include LEA, site, and teacher I.D. codes on all standardized answer sheets.

Be certain students use a #2 pencil ONLY.

Be certain that students record last name first on the standardized answer sheets.

Check to make sure that students place first names ONLY in the spaces designated on the standardized answer sheet.

Turn in all completed Level A test booklets and all completed standardized answer sheets to your program coordinator.

Turn in a copy of your Record Keeping Form to your program coordinator in December and June.

DON'T:

Don't go through the test booklet to share results with students, as the tests will lose their validity.

DON'T USE INK, MARKER, OR ANYTHING VISUAL ON THE STANDARDIZED ANSWER SHEETS. NO MARKS WHATSOEVER SHOULD BE ON THE ANSWER SHEET!

Don't use the first row of bubbles on the standardized answer sheet unless a name is hyphenated.

Don't fold answer sheets.

Don't use the test results you obtain as diagnositc information.

## Implementation of ABE Program Procedures and Requirements

In order to facilitate the implementation of State and local requirements in local programs, this chapter presents the twelve student related activities (CBAE process) in a chart format and identifies the State requirements and support materials within appropriate activities (CBAE procedures). Local administrators may complete this chart, adding local program procedures, requirements, materials/forms, and completion and due dates. This information can then be xeroxed and shared with instructors.

The format of the chart (pages IV.6 - IV.9) presents the information on Student Activity Flow (Chapter III) as follows:

Column 1 (Activities) identifies the twelve student related activities.

Column 2 (Procedures) identifies standards or State procedures. Local programs should also include their own procedures as appropriate.

Column 3 (Materials Needed) identifies the materials necessary for implementing the activities.

Columns 4 and 5 (Completion/Due Date) provides a place for recording dates for completing activities and submitting appropriate forms, reports, etc. to a central office.

ABE PROGRAM PROCEL ES AND REQUIREMENTS
Intake Component

| Activities | Procedures | Materials Needed | Completion Date | Due Date |
|---|---|---|---|---|
| Orientation | | | | |
| Identifying Student Data | Complete information sheet | Information sheet _____ | | |
| | Administer interest survey | Interest survey _____ | | |
| Placement | Administer: | | | |
| | MAPP Reading Placement Test | MAPP Reading Placement Test Form _____ | | |
| | | Test directions, answer sheet, answer key, conversion table | | |
| | Writing Assessment | _____ | | |
| | | _____ | | |
| | Math Assessment | _____ | | |
| | | _____ | | |

# READING PLACEMENT TEST DIRECTIONS
# FORM 25

Every student must be tested with the Placement test once during each fiscal year. This placement score must be recorded on your local Record Keeping Form and given to your program director once each year in either December or June.

## I. Materials Needed

1. Pencils
2. Placement Test Booklets (Form 25)
3. White answer sheet
4. Teacher answer key
5. Raw to scale score form
6. Record Keeping Form (suggested forms are in the MAPP Manual)

## II. Test Administration

**This is not a timed test!** The test has been designed so that most students will finish in 30 minutes. Provide a little more time, if necessary, for the slower students to finish and let them know when 30 minutes has passed. However, unless a student objects strongly, collect any incomplete test booklets after 45 minutes has passed.

Prior to distributing the test booklet, the student's name and date should be filled in on the answer sheet. Give the student a test booklet and do the two practice examples with the student. Answers should be marked with an X.

## III. Collecting Test Materials and Scoring

At the end of the session, collect all materials. Correct answer sheets and place the number correct in the space marked Raw Score on the answer sheet and on the Record Keeping Form. The answer sheet may be shared with the students but under no circumstances should the actual test booklet be reviewed with the students since this would change the validity of the test.

Next, use the raw to scale score chart to find the students' scale scores. Place the scale score on the Record Keeping Form.

## IV. Determining Level of Survey Achievement

Use the following chart to determine what level of the Survey Achievement Test will be administered. Each local county will determine the dates of Survey Achievement testing. Pre-testing will be done in the fall before November 15 and post-testing will be done in the Spring, after 75 to 100 hours of instruction have passed.

| No. Correct on Placement | Test Level of Survey |
|---|---|
| 0 - 5 | Level A |
| 6 - 11 | Level B |
| 12 - 19 | Level C |

**Placement Test**
**Form 25**
**Reading**

Name: _____
Center: _____
Date: _____
Raw Score: _____
Scale Score: _____
Program Placement: _____

**SAMPLE**
This is how you should mark your answer sheet:

| | | | | |
|---|---|---|---|---|
| 1. | A | X | C | D |
| 2. | A | X | C | D |

PRACTICE

| | | | | |
|---|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |

| | | | | |
|---|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |
| 16. | A | B | C | D |
| 17. | A | B | C | D |
| 18. | A | B | C | D |
| 19. | A | B | C | D |

ANSWER KEY

READING PLACEMENT TEST

FORM 25

1. C
2. C
3. D
4. A
5. B
6. B
7. C
8. D
9. B
10. B
11. B
12. A
13. A
14. C
15. A
16. C
17. C
18. B
19. D

# Placement Test

## Form 25

| Answer Key | | Raw Score | Scale Score |
|---|---|---|---|
| 1. | C | 1 | 167 |
| 2. | C | 2 | 177 |
| 3. | D | 3 | 184 |
| 4. | A | 4 | 190 |
| 5. | B | 5 | 195 |
| 6. | B | 6 | 200 |
| 7. | C | 7 | 204 |
| 8. | D | 8 | 208 |
| 9. | B | 9 | 212 |
| 10. | B | 10 | 215 |
| 11. | B | 11 | 219 |
| 12. | A | 12 | 222 |
| 13. | A | 13 | 226 |
| 14. | C | 14 | 229 |
| 15. | A | 15 | 233 |
| 16. | C | 16 | 238 |
| 17. | C | 17 | 243 |
| 18. | B | 18 | 252 |
| 19. | D | 19 | |

# READING PLACEMENT TEST DIRECTIONS
# FORM 26

Every student must be tested with the Placement test once during each fiscal year. This placement score must be recorded on your local Record Keeping Form and given to your program director once each year in either December or June.

## I. Materials Needed

1. Pencils
2. Placement Test Booklets (Form 26)
3. White answer sheet
4. Teacher answer key
5. Raw to scale score form
6. Record Keeping Form (suggested forms are in the MAPP Manual)

## II. Test Administration

This is not a timed test! The test has been designed so that most students will finish in 30 minutes. Provide a little more time, if necessary, for the slower students to finish and let them know when 30 minutes has passed. However, unless a student objects strongly, collect any incomplete test booklets after 45 minutes has passed.

Prior to distributing the test booklet, the student's name and date should be filled in on the answer sheet. Give the student a test booklet and do the two practice examples with the student. Answers should be marked with an X.

## III. Collecting Test Materials and Scoring

At the end of the session, collect all materials. Correct answer sheets and place the number correct in the space marked Raw Score on the answer sheet and on the Record Keeping Form. The answer sheet may be shared with the students but under no circumstances should the actual test booklet be reviewed with the students since this would change the validity of the test.

Next, use the raw to scale score chart to find the students' scale scores. Place the scale score on the Record Keeping Form.

## IV. Determining Level of Survey Achievement

Use the following chart to determine what level of the Survey Achievement Test will be administered. Each local county will determine the dates of Survey Achievement testing. Pre-testing will be done in the fall before November 15 and post-testing will be done in the Spring, after 75 to 100 hours of instruction have passed.

| No. Correct on Placement | Test Level of Survey |
|---|---|
| 0 - 10 | Level A |
| 11 - 12 | Level B |

# Placement Test
## Form 26

Name: _____

Center: _____

Date: _____

Raw Score: _____

Scale Score: _____

Program Placement: _____

| | | | | |
|---|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |

**SAMPLE**
This is how you should mark your answer sheet:

| | | | | |
|---|---|---|---|---|
| 1. | A | ⊗ | C | D |
| 2. | A | ⊗ | C | D |

PRACTICE

| | | | | |
|---|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |

# PLACEMENT TEST

## FORM 26

## ANSWER KEY

1. A
2. C
3. A
4. D
5. C
6. C
7. C
8. A
9. A
10. B
11. D
12. B

## Placement Test

### Form 26

| Answer Key | Raw Score | Scale Score |
|---|---|---|
| 1. A | 1 | 148 |
| 2. C | 2 | 157 |
| 3. A | 3 | 163 |
| 4. D | 4 | 167 |
| 5. C | 5 | 171 |
| 6. C | 6 | 175 |
| 7. C | 7 | 179 |
| 8. A | 8 | 183 |
| 9. A | 9 | 187 |
| 10. B | 10 | 192 |
| 11. D | 11 | 200 |
| 12. B | 12 | --- |

| No. Correct on Placement | Test Level of Survey |
|---|---|
| 0 - 10 | Level A |
| 11 - 12 | Level B |

# READING PLACEMENT TEST DIRECTIONS
# FORM 27

Every student must be tested with the Reading Placement test once during each fiscal year. This placement score must be recorded on your local Record Keeping Form and given to your program director once each year in either December or June.

## I. Materials Needed

1. Pencils
2. Placement Test Booklets (Form 27)
3. White answer sheet
4. Teacher answer key
5. Raw to scale score form
6. Record Keeping Form (suggested forms are in the MAPP Manual)

## II. Test Administration

This is not a timed test! The test has been designed so that most students will finish in 30 minutes. Provide a little more time, if necessary, for the slower students to finish and let them know when 30 minutes has passed. However, unless a student objects strongly, collect any incomplete test booklets after 45 minutes has passed.

Prior to distributing the test booklet, the student's name and date should be filled in on the answer sheet. Give the student a test booklet and do the two practice examples with the student. Answers should be marked with an X.

## III. Collecting Test Materials and Scoring

At the end of the session, collect all materials. Correct answer sheets and place the number correct in the space marked Raw Score on the answer sheet and on the Record Keeping Form. The answer sheet may be shared with the students but under no circumstances should the actual test booklet be reviewed with the students since this would change the validity of the test.

Next, use the raw to scale score chart to find the students' scale scores. Place the scale score on the Record Keeping Form.

## IV. Determining Level of Survey Achievement

Use the following chart to determine what level of the Survey Achievement Test will be administered. Each local county will determine the dates of Survey Achievement testing. Pre-testing will be done in the fall before November 15 and post-testing will be done in the spring, after 75 to 100 hours of instruction have passed.

| No. Correct on Placement | Test Level of Survey |
|---|---|
| 0 - 6 | Level A |
| 7 - 14 | Level B |
| 15 - 25 | Level C |

**PLACEMENT TEST**
**FORM 27**
**READING**

Name: _____
Center: _____
Raw Score: _____
Scale Score: _____
Placement Program: _____

**SAMPLE**

This is how you should mark your answer sheet:

1. A X C D
2. A B X D

**PRACTICE**

1. A B C D
2. A B C D

| | | | | |
|---|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |
| 14. | A | B | C | D |
| 15. | A | B | C | D |
| 16. | A | B | C | D |
| 17. | A | B | C | D |
| 18. | A | B | C | D |
| 19. | A | B | C | D |
| 20. | A | B | C | D |
| 21. | A | B | C | D |
| 22. | A | B | C | D |
| 23. | A | B | C | D |
| 24. | A | B | C | D |
| 25. | A | B | C | D |

# PLACEMENT TEST
# FORM 27
# ANSWER KEY

1. C
2. C
3. D
4. A
5. B
6. B
7. C
8. D
9. C
10. B
11. B
12. B
13. A
14. A
15. D
16. C
17. A
18. A
19. B
20. B
21. C
22. C
23. C
24. B
25. D

**Placement Test**

**Form 27**

| Answer Key | Raw Score | Scale Score |
|---|---|---|
| 1. C | 1 | 167 |
| 2. C | 2 | 176 |
| 3. D | 3 | 182 |
| 4. A | 4 | 188 |
| 5. B | 5 | 192 |
| 6. B | 6 | 197 |
| 7. C | 7 | 200 |
| 8. D | 8 | 203 |
| 9. C | 9 | 206 |
| 10. B | 10 | 209 |
| 11. B | 11 | 212 |
| 12. B | 12 | 214 |
| 13. A | 13 | 217 |
| 14. A | 14 | 219 |
| 15. D | 15 | 221 |
| 16. C | 16 | 224 |
| 17. A | 17 | 226 |
| 18. A | 18 | 229 |
| 19. B | 19 | 231 |
| 20. B | 20 | 234 |
| 21. C | 21 | 238 |
| 22. C | 22 | 242 |
| 23. C | 23 | 247 |
| 24. B | 24 | 255 |
| 25. D | 25 | --- |

ABE PROGRAM PROCEDU. AND REQUIREMENTS
Instruction Component

| Activities | Procedures | Materials Needed | Completion Date | Due Date |
|---|---|---|---|---|
| Reviewing Student Data | | | | |
| Diagnosis | Administer appropriate level of Survey Achievement pretest | Survey Achievement test - levels A, B, C<br>Forms _____<br><br>Test directions, answer key answer sheet, conversion table, optional Survey Achievement class profile | _____<br>(two week period at beginning of fall classes) | |
| Mutually Designed Learning Plan | | | | |

**GENERAL TEST DIRECTIONS**
Life Skills Survey Achievement Test
Level A = Forms 150 and 250

## I. Materials Needed

1. Pencils
2. Test Booklets - Level A
3. Teacher Answer Key
4. Record Keeping Form
5. Survey Achievement Group Profile A

## II. Test Administration

This is not a timed test! The test form contains 27 items and has been designed so that most students will finish in a 60 minute period. Provide more time if necessary for slower students and notify students when one hour has passed. Unless a student strongly objects, try to have testing time not exceed 75 minutes. A PRE-TEST IS ADMINISTERED DURING A DESIGNATED WEEK IN THE FALL AND A POST-TEST IN THE SPRING, 75-100 hours later.

Distribute test booklets and pencils. Tell students to write their names on the test cover. Prior to distributing the tests, the instructor should fill out the sections marked LEA, school, and teacher ID on the test booklets. Have students open the test booklet and do the first two sample exercises on the first two pages with the students. All correct answers should be circled directly in the booklet.

Tell students to answer as many questions as they can, but they are not expected to be able to answer every question.

## III. Collecting Test Materials and Scoring

At the end of the testing session, collect materials. An answer key is provided to correct the tests and the total number correct responses should be placed on the front cover of the test booklet in the space marked RAW SCORE.

Please mark the students' scores on your Record Keeping Form and complete the Survey Achievement Profile.

Under no conditions should actual test booklets be reviewed with the students. **A Survey Achievement Group Profile** is provided for this purpose. If the Group Profile is to be shared with the students, please cover the names of the other students to provide privacy.

At this point if your program chooses to determine the students' scale scores, locate the appropriate Raw to Scale conversion chart which is found in the Project MAPP Management Manual.

Return all corrected booklets to your local administrator.

## IV. Using the Test Results

The **Class Profile** may be used as a needs assessment to identify competency areas in which the participants may need further information. Fill in the **Class Profile** with the participants' test results. Mark each question that the participant missed. After the whole class has been entered, you will be able to identify which items were missed most frequently. This data will assist the teacher in curriculum planning and individualizing instruction.

The **Test Content By Item** indicates the competency measured by each item on each test form and level.

The **Class Profile** is used in conjunction with the **Test Content By Item** and shows if the missed items fall within the same competency areas. Please use these forms to provide feedback to participants. Do NOT use test booklets for this purpose.

**ANSWER KEY**

**LEVEL A**
**FORM 150**

1. C
2. C
3. B
4. C
5. D
6. D
7. D
8. A
9. C
10. A
11. A
12. B
13. A
14. C
15. C
16. B
17. D
18. A
19. B
20. C
21. C
22. B
23. A
24. B
25. D
26. C
27. D

**GENERAL TEST DIRECTIONS**
Life Skills Survey Achievement Tests
Levels B and C = Forms 151, 152, 251, and 252

I. Materials Needed

1. Number 2 pencils - NO PEN
2. Scratch paper
3. Test Booklets - one for each student
4. Machine-scored answer sheets
5. Teacher Answer Key
6. Record Keeping Form
7. Survey Achievement Group Profile B and C

II. Time and Test Setting

This is not a timed test! Each test contains from 25-40 items and has been designed so that most students will finish within a 60-minute period. Provide more time, if necessary, for the slower students to finish, but encourage them not to spend more than a few minutes on any one test item. Make sure each student has adequate working space. A proctor may be necessary for a large group of students. A PRE-TEST IS ONLY ADMINISTERED DURING A DESIGNATED WEEK IN THE FALL AND A POST-TEST IN THE SPRING, 75-100 hours later.

III. Test Administration

A. Prior to distributing the tests to the students, the instructor should fill out the sections marked LEA, School, and Teacher ID on each answer sheet. The "LEA" is the county code, "School" is your site, and "Teacher ID" is your own ID number. These codes will be provided for you by your coordinator.

B. Distribute the test booklets and answer sheets. Have students open the test booklet and follow along as you read the "Instructions for Students" in the front pages. Have students follow procedures for completing the student information on the answer sheets. Check to make sure all the students are accurately marking the student information section. If the student's last and/or first name is too long for the designated boxes, instruct him to place as much of his name as will fit in the boxes. If the student has a hyphen is his name, instruct the student to fill in the blank circle at the top of the letter grid column where the hyphen should be. If the student has two names, such as Mary Ann, the student should merely skip a space between the names and fill in no circles.

C. All of the information on the top of the answer sheet should be filled out when the Survey Achievement Test is given. Then have each student fill in the Survey Achievement Test level and form which are found on the front cover of the test booklet. If you are giving the survey as a post-test and an answer sheet has been completed previously, the student

need only fill in his name, test level, and form on a new answer sheet.

D. When all the student information has been completed, read the general test directions to the students and do the sample questions together. Make sure that every student understands how to mark the answers on the machine-scored answer sheet. Check to make sure that all students are using a number 2 pencil ONLY and that scratch paper is available. Instruct them not to write in the test booklet, and NOT TO MAKE ANY STRAY MARKS ON THE ANSWER SHEET.

## IV. Collecting Test Materials and Scoring

At the end of the testing sessions, collect materials. Make sure that the answer sheets are inspected for completeness. An answer key is provided to correct the tests. At this point if your program chooses to determine the students' scale scores, locate the appropriate Raw to Scale conversion chart which is found in the Project MAPP Management Manual. BE SURE NOT TO MAKE MARKS ON THE ANSWER SHEETS WHEN SCORING TESTS. Record the students' raw scores on the Record Keeping Form and record the results on the appropriate Survey Achievement Profile. Return all materials to your coordinator.

## V. Using the Test Results

The **Class Profile** may be used as a needs assessment to identify competency areas in which the participants may need further instruction. Fill in the **Class Profile** with the participants' test results. Mark each question that a participant missed. After the whole class has been entered, you will be able to identify which items were missed most frequently. This data will assist the teacher in curriculum planning and individualized instruction.

The **Test Content By Item** indicates the competency measured by each item on each test form and level.

The **Class Profile** is used in conjunction with the **Test Content By Item** and shows if the missed items fall within the same competency areas. Please use these forms to provide feedback to participants. Do NOT use test booklets for this purpose.

# Maryland Adult Performance Program IV.7.d
## COMPETENCY-BASED ASSESSMENT SYSTEM

LAST NAME | FIRST NAME

SEX
- Male
- Female

RACE
- American Ind./ Alaskan Nat.
- Black
- Asian
- Hispanic
- White

NATIVE LANGUAGE
- English
- Other

AGE
- 16 – 24
- 25 – 44
- 45 – 59
- 60 – over

LEA | SCHOOL | TEACHER ID

### PLACEMENT/LOCATOR TEST

TEST DATE: MO | YR | FORM

| | | |
|---|---|---|
| 1 Ⓐ Ⓑ Ⓒ Ⓓ | 8 Ⓐ Ⓑ Ⓒ Ⓓ | 15 Ⓐ Ⓑ Ⓒ Ⓓ |
| 2 Ⓐ Ⓑ Ⓒ Ⓓ | 9 Ⓐ Ⓑ Ⓒ Ⓓ | 16 Ⓐ Ⓑ Ⓒ Ⓓ |
| 3 Ⓐ Ⓑ Ⓒ Ⓓ | 10 Ⓐ Ⓑ Ⓒ Ⓓ | 17 Ⓐ Ⓑ Ⓒ Ⓓ |
| 4 Ⓐ Ⓑ Ⓒ Ⓓ | 11 Ⓐ Ⓑ Ⓒ Ⓓ | 18 Ⓐ Ⓑ Ⓒ Ⓓ |
| 5 Ⓐ Ⓑ Ⓒ Ⓓ | 12 Ⓐ Ⓑ Ⓒ Ⓓ | 19 Ⓐ Ⓑ Ⓒ Ⓓ |
| 6 Ⓐ Ⓑ Ⓒ Ⓓ | 13 Ⓐ Ⓑ Ⓒ Ⓓ | 20 Ⓐ Ⓑ Ⓒ Ⓓ |
| 7 Ⓐ Ⓑ Ⓒ Ⓓ | 14 Ⓐ Ⓑ Ⓒ Ⓓ | 21 Ⓐ Ⓑ Ⓒ Ⓓ |

NCS Trans-Optic® EP08-21465:321 A1803

FORM

- ○ TEST LEVEL A
- ○ TEST LEVEL B
- ○ TEST LEVEL C
- ○ TEST LEVEL D

SAMPLES
S1 Ⓐ Ⓑ Ⓒ Ⓓ
S2 Ⓐ Ⓑ Ⓒ Ⓓ

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 Ⓐ Ⓑ Ⓒ Ⓓ | 8 Ⓐ Ⓑ Ⓒ Ⓓ | 15 Ⓐ Ⓑ Ⓒ Ⓓ | 22 Ⓐ Ⓑ Ⓒ Ⓓ | 29 Ⓐ Ⓑ Ⓒ Ⓓ | 36 Ⓐ Ⓑ Ⓒ Ⓓ | 43 Ⓐ Ⓑ Ⓒ Ⓓ |
| 2 Ⓐ Ⓑ Ⓒ Ⓓ | 9 Ⓐ Ⓑ Ⓒ Ⓓ | 16 Ⓐ Ⓑ Ⓒ Ⓓ | 23 Ⓐ Ⓑ Ⓒ Ⓓ | 30 Ⓐ Ⓑ Ⓒ Ⓓ | 37 Ⓐ Ⓑ Ⓒ Ⓓ | 44 Ⓐ Ⓑ Ⓒ Ⓓ |
| 3 Ⓐ Ⓑ Ⓒ Ⓓ | 10 Ⓐ Ⓑ Ⓒ Ⓓ | 17 Ⓐ Ⓑ Ⓒ Ⓓ | 24 Ⓐ Ⓑ Ⓒ Ⓓ | 31 Ⓐ Ⓑ Ⓒ Ⓓ | 38 Ⓐ Ⓑ Ⓒ Ⓓ | 45 Ⓐ Ⓑ Ⓒ Ⓓ |
| 4 Ⓐ Ⓑ Ⓒ Ⓓ | 11 Ⓐ Ⓑ Ⓒ Ⓓ | 18 Ⓐ Ⓑ Ⓒ Ⓓ | 25 Ⓐ Ⓑ Ⓒ Ⓓ | 32 Ⓐ Ⓑ Ⓒ Ⓓ | 39 Ⓐ Ⓑ Ⓒ Ⓓ | 46 Ⓐ Ⓑ Ⓒ Ⓓ |
| 5 Ⓐ Ⓑ Ⓒ Ⓓ | 12 Ⓐ Ⓑ Ⓒ Ⓓ | 19 Ⓐ Ⓑ Ⓒ Ⓓ | 26 Ⓐ Ⓑ Ⓒ Ⓓ | 33 Ⓐ Ⓑ Ⓒ Ⓓ | 40 Ⓐ Ⓑ Ⓒ Ⓓ | 47 Ⓐ Ⓑ Ⓒ Ⓓ |
| 6 Ⓐ Ⓑ Ⓒ Ⓓ | 13 Ⓐ Ⓑ Ⓒ Ⓓ | 20 Ⓐ Ⓑ Ⓒ Ⓓ | 27 Ⓐ Ⓑ Ⓒ Ⓓ | 34 Ⓐ Ⓑ Ⓒ Ⓓ | 41 Ⓐ Ⓑ Ⓒ Ⓓ | 48 Ⓐ Ⓑ Ⓒ Ⓓ |
| 7 Ⓐ Ⓑ Ⓒ Ⓓ | 14 Ⓐ Ⓑ Ⓒ Ⓓ | 21 Ⓐ Ⓑ Ⓒ Ⓓ | 28 Ⓐ Ⓑ Ⓒ Ⓓ | 35 Ⓐ Ⓑ Ⓒ Ⓓ | 42 Ⓐ Ⓑ Ⓒ Ⓓ | 49 Ⓐ Ⓑ Ⓒ Ⓓ |

ANSWER KEY

SURVEY ACHIEVEMENT

LEVEL B, FORM 151

1. C
2. D
3. D
4. B
5. D
6. C
7. C
8. B
9. C
10. D
11. B
12. C
13. C
14. B
15. D
16. C
17. A
18. A
19. C
20. D
21. D
22. B
23. D
24. B
25. A
26. B
27. D
28. C
29. A

# ANSWER KEY

## LEVEL C, FORM 152

1. C
2. A
3. B
4. D
5. B
6. D
7. B
8. C
9. A
10. C
11. B
12. B
13. D
14. A
15. A
16. C
17. C
18. A
19. A
20. B
21. C
22. A
23. D
24. D
25. C
26. C
27. D
28. C
29. B
30. A
31. C
32. B
33. C
34. A
35. B

## SCALE SCORE CONVERSION CHART

## PRE-TEST FORMS 150, 151, 152

| FORM 150 LEVEL A | | FORM 151 LEVEL B | | FORM 152 LEVEL C | |
|---|---|---|---|---|---|
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 1 | 147 | 1 | 170 | 1 | 185 |
| 2 | 154 | 2 | 176 | 2 | 192 |
| 3 | 159 | 3 | 182 | 3 | 197 |
| 4 | 163 | 4 | 186 | 4 | 200 |
| 5 | 166 | 5 | 188 | 5 | 203 |
| 6 | 168 | 6 | 191 | 6 | 205 |
| 7 | 171 | 7 | 193 | 7 | 207 |
| 8 | 173 | 8 | 195 | 8 | 209 |
| 9 | 175 | 9 | 197 | 9 | 211 |
| 10 | 177 | 10 | 198 | 10 | 213 |
| 11 | 179 | 11 | 200 | 11 | 214 |
| 12 | 181 | 12 | 202 | 12 | 216 |
| 13 | 183 | 13 | 203 | 13 | 217 |
| 14 | 184 | 14 | 205 | 14 | 218 |
| 15 | 186 | 15 | 206 | 15 | 220 |
| 16 | 188 | 16 | 208 | 16 | 221 |
| 17 | 190 | 17 | 210 | 17 | 222 |
| 18 | 192 | 18 | 211 | 18 | 224 |
| 19 | 194 | 19 | 213 | 19 | 225 |
| 20 | 197 | 20 | 215 | 20 | 226 |
| 21 | 199 | 21 | 217 | 21 | 228 |
| 22 | 202 | 22 | 219 | 22 | 229 |
| 23 | 205 | 23 | 221 | 23 | 231 |
| 24 | 208 | 24 | 224 | 24 | 232 |
| 25 | 213 | 25 | 228 | 25 | 234 |
| 26 | 221 | 26 | 232 | 26 | 235 |
| 27 | 221 | 27 | 240 | 27 | 237 |
| | | 28 | — | 28 | 239 |
| | | 29 | — | 29 | 242 |
| | | | | 30 | 244 |
| | | | | 31 | 248 |
| | | | | 32 | 252 |
| | | | | 33 | 260 |
| | | | | 34 | — |
| | | | | 35 | — |

**SURVEY ACHIEVEMENT**

# Class Profile

## LIFE SKILLS

**Level** A

**Form** 150

| Student Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 Coins and currency | 4 Coins and currency | 5 Interpret clock time | 5 Interpret clock time | 4 Coin operated machines | 1 Applications & resumes | 4 Transportation signs | 4 Transportation signs | 4 Transportation signs | 4 Transportation signs | 4 Emergency numbers and phone calls | 4 Signs and directories | 4 Selecting goods and services | 4 Transportation signs | 4 Signs and directories | 4 Signs and directories | 2 Calendar | 4 Signs and directories | 2 Calendar |
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*1) Fill-in-the-blank, 2) Charts, maps, consumer billings, matrices, graphs or tables, 3) Stories, articles, paragraphs, sentences, directions or pictures, 4) Signs, price tags, advertisements or product labels, 5) Measurement scales or diagrams, 6) Selection of correct picture or aural response from oral cue

IV.7.h

# Class Profile

**Level** A

**Form** 150

| Student Name | | 2 | 4 | 4 | 4 | 4 | 1 | 1 | 1 | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Calendar | Letters & envelopes | Letters & envelopes | Selecting goods and services | Selecting goods and services | Applications & resumes | Applications & resumes | Applications & resumes | | | | | | | | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

**SURVEY ACHIEVEMENT**

# Class Profile

## LIFE SKILLS

**Level** B

**Form** 151

| Student Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | 3 | 3 | 1 | 1 | 4 | 4 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 2 | 1 | 1 |
| | Transportation signs | Information in publications | Information in publications | Voter registration form | Voter registration form | Selecting goods and services | Job opportunties | Applications & resumes | Immunization requirements | Immunization requirements | Sales tax | Tax tables | Medicine labels | Medicine labels | Medical health history forms | Medical health history forms | Letters and envelopes | Governmental work forms | Governmental work forms |
| | | | | | | | | | | | | | | | | | | | |
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*1) Fill in the blank. 2) Charts, maps, consumer billings, matrices, graphs or tables. 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue

# Class Profile

**Level** B

**Form** 151

| Student Name | 3 Voter registration form 20 | 3 Voter registration form 21 | 4 Letters and envelopes 22 | 1 Banking services 23 | 1 Permit and license requirements 24 | 4 Telegram rates and procedures 25 | 1 Postal service forms 26 | 2 Emergency help agencies 27 | 2 Emergency help agencies 28 | 3 Highway and freeway signs 29 | | | | | | | | | |
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*1) Fill-in-the-blank, 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue



271

**SURVEY ACHIEVEMENT**

# Class Profile

## LIFE SKILLS

**Level** C

**Form** 152

| Student Name | 1 Interpret ballot | 1 Interpret ballot | 3 Standards for job interviews | 3 Standards for job interviews | 4 Compute discounts | 3 Door-to-door sales | 3 Door-to-door sales | 4 Selecting goods and services | 4 Selecting goods and services | 4 Selecting goods and services | 4 Selecting goods and services | 2 Interpret bills | 2 Personal and family budgets | 2 Personal and family budgets | 2 Sales tax | 2 Sales tax | 2 Tax tables | 3 Information in publications | 3 Information in publications |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
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*1) Fill-in-the blank, 2) Charts, maps, consumer billings, matrices, graphs or tables, 3) Stories, articles, paragraphs, sentences, directions or pictures, 4) Signs, price tags, advertisements or product labels, 5) Measurement scales or diagrams, 6) Selection of correct picture or aural response from oral cue

# Class Profile

**Level** C

**Form** 152

| Student Name | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | 4 | 3 | 3 | 2 | - | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 4 | 2 | 2 | | | |
| | Compute discounts | Compute discounts | Information in publications | Medications | Purchasing a car | Purchasing a car | Medicine labels | Medicine labels | Recreation and entertainment | Label directions and warnings | Label directions and warnings | Voter qualifications | Immunization requirements | Training opportunities | Tax tables | Tax tables | | | |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables. 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels. 5) Measurement scales or diagrams. 6) Selection of correct picture or aural response from oral cue.

ABE PROGRAM PROCEDURES AND REQUIREMENTS
Instruction Component

| Activities | Procedures | Materials Needed | Completion Date | Due Date |
|---|---|---|---|---|
| Active Learning | Integrate basic and life skills | | | |
| Monitoring Student Progress | Administer appropriate level Survey Achievement posttest (after 75 hours of instruction) | Survey Achievement test - levels A, B, C Forms _____ Test directions, answer key answer sheet, conversion table, optional Survey Achievement class profile | _____ (two week period prior to end of class in May) | |
| | Maintain Student Progress | _____ | | |
| Exit Level | | | | |

# GENERAL TEST DIRECTIONS
## Life Skills Survey Achievement Test
## Level A = Forms 150 and 250

### I. Materials Needed

1. Pencils
2. Test Booklets - Level A
3. Teacher Answer Key
4. Record Keeping Form
5. Survey Achievement Group Profile A

### II. Test Administration

This is not a timed test! The test form contains 27 items and has been designed so that most students will finish in a 60 minute period. Provide more time if necessary for slower students and notify students when one hour has passed. Unless a student strongly objects, try to have testing time not exceed 75 minutes. A PRE-TEST IS ADMINISTERED DURING A DESIGNATED WEEK IN THE FALL AND A POST-TEST IN THE SPRING, 75-100 hours later.

Distribute test booklets and pencils. Tell students to write their names on the test cover. Prior to distributing the tests, the instructor should fill out the sections marked LEA, school, and teacher ID on the test booklets. Have students open the test booklet and do the first two sample exercises on the first two pages with the students. All correct answers should be circled directly in the booklet.

Tell students to answer as many questions as they can, but they are not expected to be able to answer every question.

### III. Collecting Test Materials and Scoring

At the end of the testing session, collect materials. An answer key is provided to correct the tests and the total number correct responses should be placed on the front cover of the test booklet in the space marked RAW SCORE.

Please mark the students' scores on your Record Keeping Form and complete the Survey Achievement Profile.

Under no conditions should actual test booklets be reviewed with the students. A Survey Achievement Group Profile is provided for this purpose. If the Group Profile is to be shared with the students, please cover the names of the other students to provide privacy.

At this point if your program chooses to determine the students' scale scores, locate the appropriate Raw to Scale conversion chart which is found in the Project MAPP Management Manual.

Return all corrected booklets to your local administrator.

## IV. Using the Test Results

The **Class Profile** may be used as a needs assessment to identify competency areas in which the participants may need further information. Fill in the **Class Profile** with the participants' test results. Mark each question that the participant missed. After the whole class has been entered, you will be able to identify which items were missed most frequently. This data will assist the teacher in curriculum planning and individualizing instruction.

The **Test Content By Item** indicates the competency measured by each item on each test form and level.

The **Class Profile** is used in conjunction with the **Test Content By Item** and shows if the missed items fall within the same competency areas. Please use these forms to provide feedback to participants. Do NOT use test booklets for this purpose.

ANSWER KEY

LEVEL A
FORM 250

1. B
2. D
3. D
4. A
5. B
6. C
7. C
8. A
9. B
10. C
11. A
12. B
13. D
14. D
15. D
16. B
17. C
18. C
19. A
20. D
21. B
22. D
23. B
24. B
25. B
26. C
27. D

# GENERAL TEST DIRECTIONS
## Life Skills Survey Achievement Tests
## Levels B and C = Forms 151, 152, 251, and 252

I. Materials Needed

1. Number 2 pencils - NO PEN
2. Scratch paper
3. Test Booklets - one for each student
4. Machine-scored answer sheets
5. Teacher Answer Key
6. Record Keeping Form
7. Survey Achievement Group Profile B and C

II. Time and Test Setting

This is not a timed test! Each test contains from 25-40 items and has been designed so that most students will finish within a 60-minute period. Provide more time, if necessary, for the slower students to finish, but encourage them not to spend more than a few minutes on any one test item. Make sure each student has adequate working space. A proctor may be necessary for a large group of students. A PRE-TEST IS ONLY ADMINISTERED DURING A DESIGNATED WEEK IN THE FALL AND A POST-TEST IN THE SPRING, 75-100 hours later.

III. Test Administration

A. Prior to distributing the tests to the students, the instructor should fill out the sections marked LEA, School, and Teacher ID on each answer sheet. The "LEA" is the county code, "School" is your site, and "Teacher ID" is your own ID number. These codes will be provided for you by your coordinator.

B. Distribute the test booklets and answer sheets. Have students open the test booklet and follow along as you read the "Instructions for Students" in the front pages. Have students follow procedures for completing the student information on the answer sheets. Check to make sure all the students are accurately marking the student information section. If the student's last and/or first name is too long for the designated boxes, instruct him to place as much of his name as will fit in the boxes. If the student has a hyphen is his name, instruct the student to fill in the blank circle at the top of the letter grid column where the hyphen should be. If the student has two names, such as Mary Ann, the student should merely skip a space between the names and fill in no circles.

C. All of the information on the top of the answer sheet should be filled out when the Survey Achievement Test is given. Then have each student fill in the Survey Achievement Test level and form which are found on the front cover of the test booklet. If you are giving the survey as a post-test and an answer sheet has been completed previously, the student

need only fill in his name, test level, and form on a new answer sheet.

D. When all the student information has been completed, read the general test directions to the students and do the sample questions together. Make sure that every student understands how to mark the answers on the machine-scored answer sheet. Check to make sure that all students are using a number 2 pencil ONLY and that scratch paper is available. Instruct them not to write in the test booklet, and NOT TO MAKE ANY STRAY MARKS ON THE ANSWER SHEET.

## IV. Collecting Test Materials and Scoring

At the end of the testing sessions, collect materials. Make sure that the answer sheets are inspected for completeness. An answer key is provided to correct the tests. At this point if your program chooses to determine the students' scale scores, locate the appropriate Raw to Scale conversion chart which is found in the Project MAPP Management Manual. BE SURE NOT TO MAKE MARKS ON THE ANSWER SHEETS WHEN SCORING TESTS. Record the students' raw scores on the Record Keeping Form and record the results on the appropriate Survey Achievement Profile. Return all materials to your coordinator.

## V. Using the Test Results

The Class Profile may be used as a needs assessment to identify competency areas in which the participants may need further instruction. Fill in the Class Profile with the participants' test results. Mark each question that a participant missed. After the whole class has been entered, you will be able to identify which items were missed most frequently. This data will assist the teacher in curriculum planning and individualized instruction.

The Test Content By Item indicates the competency measured by each item on each test form and level.

The Class Profile is used in conjunction with the Test Content By Item and shows if the missed items fall within the same competency areas. Please use these forms to provide feedback to participants. Do NOT use test booklets for this purpose.

# Maryland Adult Performance Program
## COMPETENCY-BASED ASSESSMENT SYSTEM

IV.8.d

LAST NAME | FIRST NAME

SEX
- Male
- Female

RACE
- American Ind / Alaskan Nat
- Black
- Asian
- Hispanic
- White

NATIVE LANGUAGE
- English
- Other

AGE RANGE
- 16 - 24
- 25 - 44
- 45 - 59
- 60 - over

LEA | SCHOOL | TEACHER ID

### PLACEMENT/LOCATOR TEST

TEST DATE: MO | YR | FORM

| | | |
|---|---|---|
| 1 A B C D | 8 A B C D | 15 A B C D |
| 2 A B C D | 9 A B C D | 16 A B C D |
| 3 A B C D | 10 A B C D | 17 A B C D |
| 4 A B C D | 11 A B C D | 18 A B C D |
| 5 A B C D | 12 A B C D | 19 A B C D |
| 6 A B C D | 13 A B C D | 20 A B C D |
| 7 A B C D | 14 A B C D | 21 A B C D |

NCS Trans-Optic EP08-21465.321 A1803

- TEST LEVEL A
- TEST LEVEL B
- TEST LEVEL C
- TEST LEVEL D

FORM

SAMPLES
S1 A B C D
S2 A B C D

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 A B C D | 8 A B C D | 15 A B C D | 22 A B C D | 29 A B C D | 36 A B C D | 43 A B C D |
| 2 A B C D | 9 A B C D | 16 A B C D | 23 A B C D | 30 A B C D | 37 A B C D | 44 A B C D |
| 3 A B C D | 10 A B C D | 17 A B C D | 24 A B C D | 31 A B C D | 38 A B C D | 45 A B C D |
| 4 A B C D | 11 A B C D | 18 A B C D | 25 A B C D | 32 A B C D | 39 A B C D | 46 A B C D |
| 5 A B C D | 12 A B C D | 19 A B C D | 26 A B C D | 33 A B C D | 40 A B C D | 47 A B C D |
| 6 A B C D | 13 A B C D | 20 A B C D | 27 A B C D | 34 A B C D | 41 A B C D | 48 A B C D |
| 7 A B C D | 14 A B C D | 21 A B C D | 28 A B C D | 35 A B C D | 42 A B C D | 49 A B C D |

**ANSWER KEY**

**SURVEY ACHIEVEMENT**

**LEVEL B, FORM 251**

1. C
2. B
3. C
4. D
5. C
6. A
7. A
8. B
9. C
10. B
11. A
12. C
13. B
14. D
15. C
16. D
17. D
18. A
19. A
20. B
21. B
22. A
23. B
24. B
25. C
26. C
27. D
28. C
29. D
30. C

# ANSWER KEY

## SURVEY ACHIEVEMENT

## LEVEL C, FORM 252

1. D
2. B
3. B
4. C
5. D
6. D
7. C
8. C
9. A
10. D
11. C
12. A
13. A
14. C
15. B
16. D
17. C
18. D
19. C
20. D
21. B
22. C
23. A
24. D
25. C
26. D
27. C
28. D
29. C
30. C
31. D
32. A
33. D
34. A
35. C

## SCALE SCORE CONVERSION CHART

### POST-TEST FORMS 250, 251, 252

| FORM 250 LEVEL A | | FORM 251 LEVEL B | | FORM 252 LEVEL C | |
|---|---|---|---|---|---|
| Raw Score | Scale Score | Raw Score | Scale Score | Raw Score | Scale Score |
| 1 | 153 | 1 | 170 | 1 | 187 |
| 2 | 160 | 2 | 177 | 2 | 194 |
| 3 | 165 | 3 | 182 | 3 | 199 |
| 4 | 168 | 4 | 185 | 4 | 202 |
| 5 | 171 | 5 | 188 | 5 | 205 |
| 6 | 173 | 6 | 190 | 6 | 207 |
| 7 | 176 | 7 | 192 | 7 | 209 |
| 8 | 178 | 8 | 194 | 8 | 211 |
| 9 | 179 | 9 | 196 | 9 | 212 |
| 10 | 181 | 10 | 197 | 10 | 214 |
| 11 | 183 | 11 | 199 | 11 | 216 |
| 12 | 185 | 12 | 200 | 12 | 217 |
| 13 | 186 | 13 | 202 | 13 | 218 |
| 14 | 188 | 14 | 203 | 14 | 220 |
| 15 | 190 | 15 | 204 | 15 | 221 |
| 16 | 191 | 16 | 206 | 16 | 222 |
| 17 | 193 | 17 | 207 | 17 | 224 |
| 18 | 195 | 18 | 209 | 18 | 225 |
| 19 | 197 | 19 | 210 | 19 | 226 |
| 20 | 199 | 20 | 212 | 20 | 228 |
| 21 | 201 | 21 | 213 | 21 | 229 |
| 22 | 203 | 22 | 215 | 22 | 230 |
| 23 | 206 | 23 | 217 | 23 | 232 |
| 24 | 209 | 24 | 219 | 24 | 233 |
| 25 | 214 | 25 | 221 | 25 | 235 |
| 26 | 221 | 26 | 224 | 26 | 236 |
| 27 | 221 | 27 | 227 | 27 | 238 |
| | | 28 | 232 | 28 | 240 |
| | | 29 | 239 | 29 | 242 |
| | | 30 | 239 | 30 | 244 |
| | | | | 31 | 247 |
| | | | | 32 | 251 |
| | | | | 33 | 255 |
| | | | | 34 | 262 |
| | | | | 35 | 262 |

**SURVEY ACHIEVEMENT**

# Class Profile

## LIFE SKILLS

**Level** A

**Form** 250

| Student Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 Coins and currency | 4 Coins and currency | 5 Interpret clock time | 5 Interpret clock time | 4 Coin operated machines | 5 Coin operated machines | 1 Applications & resumes | 1 Applications & resumes | 1 Applications & resumes | 4 Signs and directories | 4 Transportation signs | 4 Transportation signs | 4 Transportation signs | 4 Signs and directories | 4 Transportation signs | 4 Food packaging labels | 2 Calendar | 4 Signs and directories | 4 Signs and directories |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

IV.8.h

# Class Profile

**Level** A

**Form** 250

| Student Name | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | | | | | | | | | | | |
| | Emergency numbers and phone calls | Emergency numbers and phone calls | Emergency numbers and phone calls* | Emergency numbers and phone calls | Addressing letters | Addressing letters | Food packaging labels | Food packaging labels | | | | | | | | | | | |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

**SURVEY ACHIEVEMENT**

# Class Profile

## LIFE SKILLS

**Level** B

**Form** 251

| Student Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2 Interpret wages | 2 Interpret wages | 4 Job opportunities | 4 Job opportunities | 1 Obtaining driver's license | 1 Obtaining driver's license | 4 Transportation signs | 4 Letters and envelopes | 4 Letters and envelopes | 2 Information in publications | 4 Obtaining repairs | 1 Banking services | 1 Banking services | 1 Applications & resumes | 1 Governmental work forms | 1 Governmental work forms | 1 Voter registration forms | 1 Voter registration forms | 3 Medicine labels |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables. 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

# Class Profile

**Level** B

**Form** 251

| Student Name | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3 | 2 | 1 | 1 | 1 | 3 | 3 | 4 | 4 | 2 | 2 | | | | | | | | |
| | Medicine labels | Letters and envelopes | Educational forms | Educational forms | Postal service forms | Emergency help agencies | Emergency help agencies | Telegram rates and procedures | Highway and freeway signs | Compute and define sales tax | Immunization requirements | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue

**SURVEY ACHIEVEMENT**

# Class Profile

## LIFE SKILLS

**Level** C

**Form** 252

| Student Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | 4 | 4 | 3 | 2 | 4 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 3 | 3 |
| | Job opportunities | Job opportunities | Job opportunities | Purchasing goods and services | Sales tax | Selecting goods and services | Interpret bills | Personal and family budgets | Interpret a ballot | Selecting goods and services | Selecting goods and services | Selecting goods and services | Selecting goods and services | Compute discounts | Maps and graphs | Maps and graphs | Catalogs & order forms | Medicine labels | Medicine labels |
| | | | | | | | | | | | | | | | | | | | |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables; 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels; 5) Measurement scales or diagrams; 6) Selection of correct picture or aural response from oral cue.

# Class Profile

**Level** C

**Form** 252

| Student Name | 20 Medicine labels | 21 Label directions and warnings | 22 Label directions and warnings | 23 Nutrition information on food labels | 24 Nutrition information on food labels | 25 Nutrition information on food labels | 26 Tax information | 27 Tax information | 28 Information in publications | 29 Information in publications | 30 Training opportunities | 31 Information relating to drugs and alcohol | 32 Information relating to drugs and alcohol | 33 Information in publications | 34 Interpret wages | 35 Tax tables | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | | | |
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*1) Fill-in-the-blank; 2) Charts, maps, consumer billings, matrices, graphs or tables. 3) Stories, articles, paragraphs, sentences, directions or pictures; 4) Signs, price tags, advertisements or product labels. 5) Measurement scales or diagrams. 6) Selection of correct picture or aural response from oral cue

ABE PROGRAM PROCEDURES AND REQUIREMENTS
Exit Component

| Activities | Procedures | Materials Needed | Completion Date | Due Date |
|---|---|---|---|---|
| Completion | | | | |
| Withdrawal | | | | |
| Referral | | | | |

# ABE INSTRUCTOR'S OVERVIEW

## Introduction

Many adult learners have not been able to acquire the skills and competencies necessary to solve the problems of daily living. These adult students come to adult basic education (ABE) programs with varying achievement levels, a wide variety of experiences, and individual needs, interests, and goals. As diverse as they are, each adult comes with a general idea of what his/her needs are, and a desire to address those needs quickly.

The Project MAPP instructional program, a competency-based learning process, provides the opportunity for adults to identify and analyze their needs and interests and design programs as quickly, specifically, and personally as possible. Competency-based learning provides a systematic, organized means for each learner to attain development of competencies which will not only help meet specific immediate goals but which will also relate to general daily living problems and needs.

The Project MAPP instructional program

* Has clearly defined stated learning objectives for both basic and life skills
* Focuses on tasks that are relevant to everyday living
* Stresses application of basic skills to practical situations
* Is self-paced
* Makes use of a variety of resources
* Utilizes a variety of approaches to accommodate individual learning styles and preferences
* Monitors student progress
* Emphasizes measuring success by actual demonstration of learning outcomes in real life situations

In this process-oriented approach, the adult learner plays a major role in determining what will be learned, how it will be learned, and if it has been mastered. It is the learner, not the content area, that defines competencies to be achieved. This is a major shift from the traditional idea of the "teacher teaching" to the competency-based idea of the "learner learning." The teacher shifts rolls from pedagogue to facilitator.

## The Facilitator

A facilitator has been described as, "One who aids learners in their search for meaning and mastery by discovering the goals, maps, and proficiencies they already have and then helping them clarify their goals and improve their maps so they can become their own guides." [12]

The learning facilitator is critical to the success of the CBAE process.

The learning facilitator:

* Creates a warm, supportive, relaxed classroom climate
* Establishes an atmosphere of mutual cooperation and respect
* Is sensitive and responsive to the individual needs, interests, and goals
* Assesses and evaluates learners background, strengths, weaknesses, interests and goals
* Helps the learner determine realistic learning objectives
* Makes available a variety of learning experiences and materials
* Maintains learner progress records
* Helps the learner monitor and assess progress

## Integration of Basic and Life Skills

Together, the Basic Skill Arrays for listening, speaking, reading, writing and computation and the Learning Competency List for Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law form the basis and the framework for the Project MAPP Instructional Program.

The instructional program is two dimensional. Basic skills and the life skills, identified as learning competencies, go hand-in hand. The learner, addressing basic skill development, needs to see the relevancy and application of basic skills to daily life situations. On the other hand, the learner who establishes a primary need to master a specific learning competency (for instance, getting a driver's license) needs to be aware of the set of basic skills which will enable the mastery of the life centered learning competency.

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[12] Alan Knox, Helping Adults Learn (San Francisco: Jossy-Bass), 1986, p. 2.

## Basic Skills

Scope and sequence for the basic skills of listening, speaking, reading, writing and computing have been defined and are an integral part of the Project MAPP instructional program as they are vital to the mastery of any competency. (See Basic Skill Arrays, page IV.11.)

Once an individual has learned basic skills, he or she has tools which can be applied to any situation. Reading, writing, and computing increase ability to continue to learn and cope with future problems. Therefore, mastery of basic skills is the key to competency in all areas.

The adult has a need to see relevancy at the time of learning. Therefore, basic skills are best not learned in isolation, but rather need to be continually applied to functional contexts which adults can readily relate to their everyday lives. The academic skills are not ends in themselves but are means to the end. Presenting the basic skills through direct application to life situations and problems is effective. The satisfied adult learner is one who sees meaning and utility in what he/she is learning.

Since basic skill strengths and weaknesses need to be diagnosed and evaluated for each learner who enters the ABE program, prescriptive learning objectives can then be developed which reflect the needs of the learner in basic skills, as well as these skills applied to individual expressed goals and interests.

## Learning Competencies

The learning competencies are a set of measurable statements which focus on life roles such as employee, consumer, citizen, family member, and healthy individual. These learning competencies are keyed to 5 content areas which are typically encountered by adults everyday: Consumer Economics, Community Resources, Health, Occupational Knowledge, Government and Law. (See Learning Competency List, page IV.12.)

Keeping in mind the importance of both basic and life skills, the focus of the instructional program is then to provide a learning atmosphere which emphasizes the integration of basic skill and life skill learning.

Integration demonstrates to the learner

* How basic skills are relevant and applicable to everyday tasks
* How mastery of certain life skills depends on certain basic skills being in place
* How basic and life skills may be applied to specific competency tasks

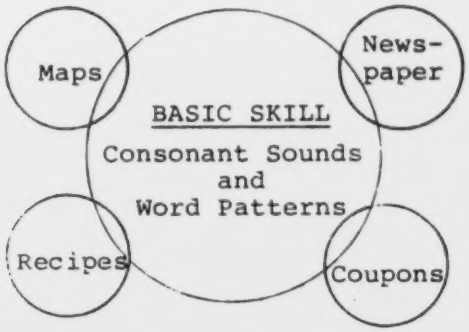
Students come to the ABE learning center with different needs, interest, and goals. An identification of these needs and goals will determine just how the basic and life skills can be integrated with various life centered learning competencies.

Three following approaches can be used

* Emphasis on a basic skill
* Emphasis on a life skill
* Emphasis on a competency topic

Which approach is used is usually determined by the identified objectives of the learner and may change from one learning objective to another.

Emphasis on Basic Skill

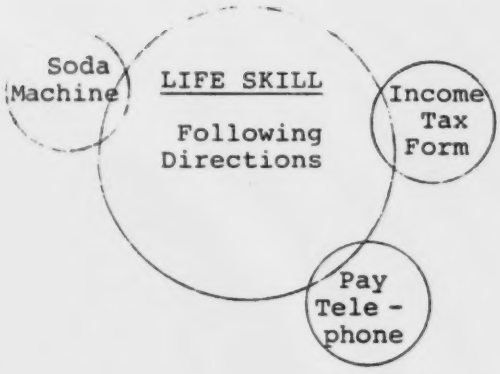



"Find -at words in a newspaper article."

The new reader may need to emphasize basic decoding skills. The skills are presented and then practiced in the context of meaningful life material.

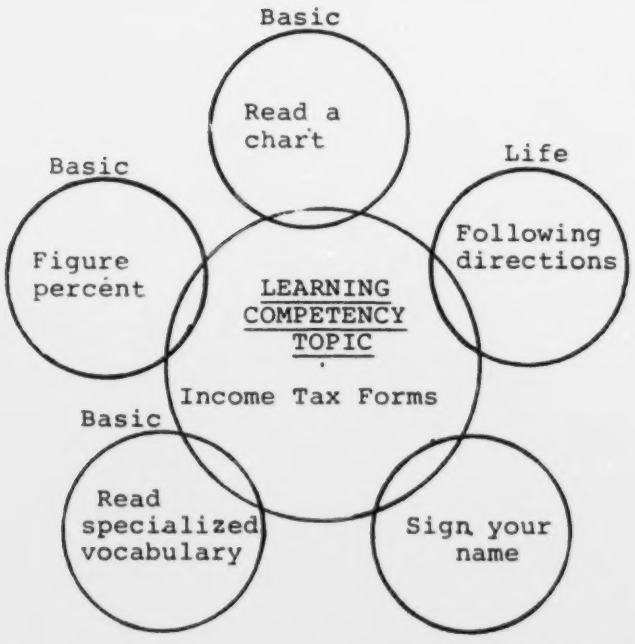
The life material is selected based on the interests and long range goals of the learner.

Emphasis on Life Skill




A student who has trouble following directions might practice this skill in the context of various life tasks.

Emphasis on Competency Topic




If the learner indicates the interest in learning how to complete an income tax form, the set of basic skills which will enable the learner to master "filling out an income tax form" will have to be identified and practiced.

Project MAPP Tools

No basic skill, life skill, or learning competency topic is applicable to all people. The teacher needs to work with each learner individually to determine which skills and topics and which approach is most appropriate for each learner.

But what ever the primary emphasis, the planned learning should reflect experiences and activities which integrate basic and life skills. Three tools are available to adult basic education (ABE) teachers to guide and assist them in planning and implementing meaningful integrated experiences:

* The Vocabulary Booklet
* The Learning Strategies Sampler
* The Materials Match

The Vocabulary Booklet is one of three publications developed to assist adult basic education (ABE) teachers to implement vocabulary development activities which, when applied, facilitate the mastery of basic and life skill vocabulary needed to meet simple communication demands of daily life.

The booklet includes an extensive listing of

* Life skill vocabulary categorized by topics under the five major headings of Consumer Ecomomics, Community Resources, Health, Occupational Knowledge, and Government and Law
* Word patterns or word family lists
* Sight vocabulary

Following the listings are fifty vocabulary activities which are suggested as learning experiences to assist the learner in recognizing, expanding, using and applying relevant vocabulary. The activities are generic in nature, and many may be used with any of the word lists.

The Learning Strategies Sampler is a reference and resource guide developed to provide ABE teachers with suggestions and ideas on how to provide integrated basic and life skill learning experiences.

Part I of the Sampler provides ideas on basic reading, writing, and thinking techniques.

Part II of the Sampler includes an extensive series of learning strategies which put emphasis on the life centered competency topics instead of a basic skill. Each topic includes the basic skills which will enable a learner to master the identified topic. Whether the basic skill or the life skill is emphasized, the learning strategies demonstrate ways to learn basic and life skills in concert.

However, in both cases (Part I which emphasizes basic skills and Part II which emphasizes life skills) the learning strategies demonstrate ways to learn basic and life skills in concert. Learning strategies are also included for all of the life-centered learning competency topics.

Emphasis in the Sampler is on providing learning strategy ideas which are easy to implement in the learning center. In several cases, graphic material complements specific activities. The graphics are copy-ready and may be reproduced for learner use.

The Learning Strategies Sampler is not inclusive nor is it a curriculum. It is a guideline. It is not intended to be used from cover to cover. It is a resource teachers may choose to utilize to plan learning activities which integrate basic and life skill learning.

The Materials Match identifies and describes over 700 commercial materials, community materials, and computer software programs relevant to life skills curriculum and suitable for use by adult basic education (ABE) students and teachers. Although materials are listed for every learning competency topic, the Match is not necessarily inclusive.

The primary purpose of the Match is identification - not evaluation. Different learning styles, levels of ability, interests and goals, as well as preferred teaching styles will determine the effectiveness of one material over another. Evaluation of material should be determined by the individual student, teacher, or program.

A coding system is available to provide information for each entry as to appropriate instructional level, format, content, and available assessment. A grid format also provides information about relevant chapters and pages in each material as keyed to specific life skill topics listed for each learning competency.

The Materials Match booklet closes with a chapter on "The Selection and Use of Materials" and a listing of publishers, addresses, and telephone numbers.

Copies of these three tools, The Vocabulary Booklet, The Learning Strategies Sampler and The Materials Match, are available to ABE teachers in all programs in the state of Maryland. If additional copies are needed, your local program director can contact Maryland State Department of Education.

Also available is the CASAS Curriculum Index and Matrix. It provides instructors with a quick reference system of materials that are adult oriented and life-skill based. Materials listed are appropriate for adult basic education, English for Speakers of Other Languages, and pre-employment basic skills programs.

## Managing CBAE in the Classroom

Any ABE instructor can tell you that "diversity" is a word which aptly describes the world of adult basic education - diversity in terms of the learners and diversity in terms of instructor roles.

Learners come with

* different background experiences
* different strengths and weaknesses
* different interests and goals
* different learning styles and preferences

Diversified instructor roles in a competency-based system include

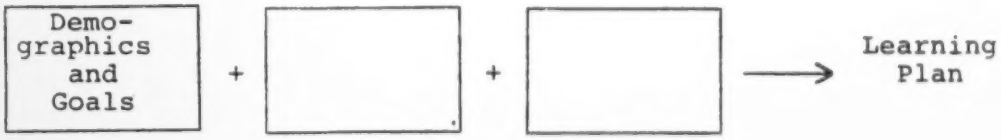
* identifying these differences for each individual learner
* reviewing and evaluating information on each individual learner
* mutually designing learning plans for each learner
* facilitating learning activity which integrates basic and life skills
* making available multiple resources, materials, and activities to accommodate different learning preferences
* monitoring and sharing student progress
* assisting learners in assessing mastery

## Reviewing Student Data

Before instruction, or active learning can begin, the ABE instructor needs to review all student data collected as a result of the program intake activity.

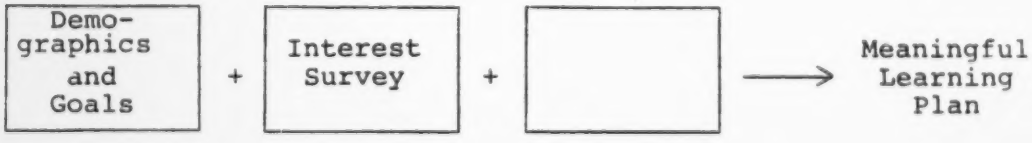
This involves looking at

* Demographic information
* Placement results
* Interest Survey
* Learning goals

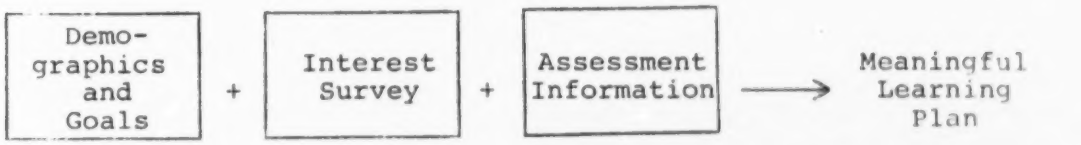



The competency-based teacher will first need to review the student demographic information and learning goals. How the information is collected is unique to each ABE program. It might be collected on a locally developed information sheet or on one of the Project MAPP Information Sheets. The form might be computerized or simply zeroxed. It might be completed by the student or filled out by a counselor or instructor in an interview situation.

No matter what form is used or how it is completed, this student information is essential to a meaningful learning activity.




Competency-based learning emphasizes mastering the basic skills <u>in the context</u> of life skill situations. In this way, learners see immediate application and relevancy. Therefore, the instructor will want to spend time identifying specific survival or life skills of interest to the learner. This may be as simple as informally discussing with an individual or class different choices of life skills areas or as formal as administering an interest survey in which students check or rate their preferences. Some programs or teachers develop their own interest surveys; others utilize or adapt one of the several surveys proposed in the <u>Project MAPP Management Manual</u>.




The ABE instructor next needs to review any assessment results. What and how assessment is conducted also varies from program to program around the state of Maryland. A variety of tools are utilized with some programs developing their own in-house tests. Others utilize various standardized tests. Some programs only assess reading and math skills; others also collect writing samples. Some programs utilize an optional longer form of the Project MAPP Reading Placement Test.

A review of data provides answers to questions such as:

* Why did the student come to ABE?
* What competencies does the student hope to achieve?
* What basic enabling skills are needed for these competencies?
* Which of these are already in place?
* Which will the student have to review?
* How soon does the student need to achieve mastery?

  Immediately?
  "I need to learn how to fill out this job application form."

  Long range?
  "I want to get a driver's license."

* In view of the demonstrated skill level, how realistic are the student goals?

Efficient review of data and student satisfaction go hand in hand.

| |
|---|
| Identification of student needs, interests and goals<br>+<br>Learning activity to address these needs, interests and goals |
| Equals |
| Motivated students who see meaning and relevance in their learning |

## Developing the Learning Plan

Once student data has been collected and reviewed, the instructor can begin working with the student to develop a learning plan. Two main issues are:

* where to start
* how to start

Instructors must consider:

* What learning objectives should be addressed first?
* How will the objectives be addressed?
  What materials?
  What activities?
* How will integrated learning activity of basic and life skills be provided?
* How will the learning be measured?

The three reference and resource tools developed by Project MAPP should be of assistance to instructors and learners by suggesting learning content, materials, and activities. These include:

* The Vocabulary Booklet
* The Learning Strategies Sampler
* The Materials Match

Whatever "plan of action" is decided for each learner, it should be recorded somewhere. Whether one of the sample forms is utilized from the Project MAPP Management Manual or the instructor or program develops an in-house form, the main concern is that the student sees some type of written learning plan - no matter how simple or elaborate.

The learning plan is often held by the student, and as progress is monitored and assessed, new objectives are identified and added, and the plan is then revised and refined.

In addition to aiding the instructor in managing instruction, this type of record keeping facilitates the process of providing feedback to the learner by

* pointing out needs
* showing gains
* stimulating motivation
* reinforcing the learning already taken place

## Classroom Approaches

Ideally, learning plans have been developed and recorded for each student, but how does the ABE teacher carry out the many individualized objectives of the many learning plans in the ABE setting which are so often multi-level, multi-interest, and multi-need?

Different approaches should be considered:

* Individualized approach
* Small group approach
* Whole class approach

## Individualized Approach

Some ABE instructors may be most comfortable working to provide one-to-one individualized facilitated learning. Although some total group or small group activity may be conducted, the emphasis in this approach is on each learner working independently while the instructor moves from student to student to guide, facilitate, and monitor.

## Small Group Approach

Other ABE instructors may not find the individualized approach efficient or practical. Although they may spend some time working with learners on a one-to-one basis, their preferred emphasis is on small group or whole class activity. Many ABE instructors view grouping as the more efficient way to provide learning to 10 to 15 students in the limited time of the traditional two or three hour ABE class.

There are three main ways to group students:

* Basic skill needs
* Life skill interests and needs
* Basic plus life skill needs

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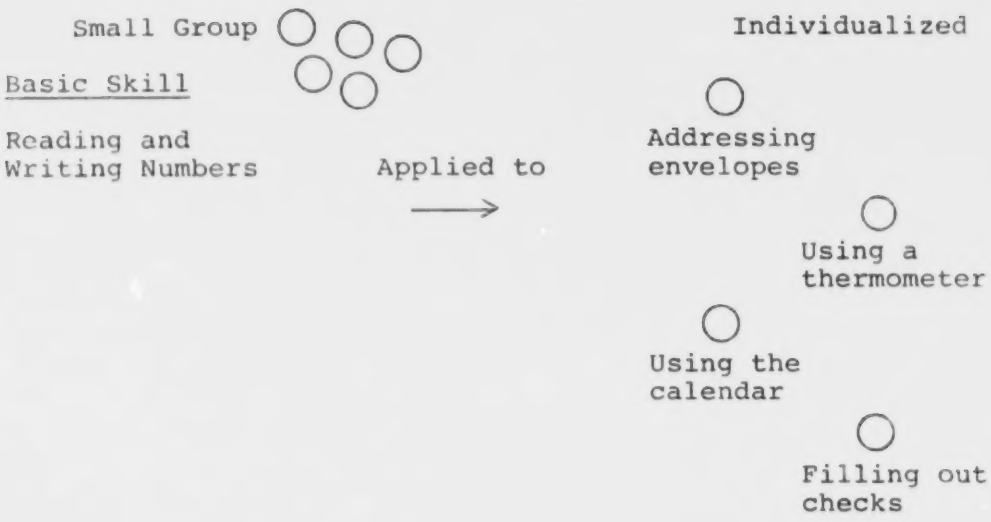
Basic skill needs - Based on basic skill assessment results, students are grouped according to specific skill needs. Materials and activities are chosen appropriate for the level of the group. The skills may be

1) taught in the context of life situations

or

2) reinforced and practiced in life/skills context

Example:




In this example, the basic skill of "reading and writing numbers" is learned in the small group. Students then work individually to apply and practice the skill in life skills context. The selected life skills would be determined as a result of interests and goals identified during Intake.

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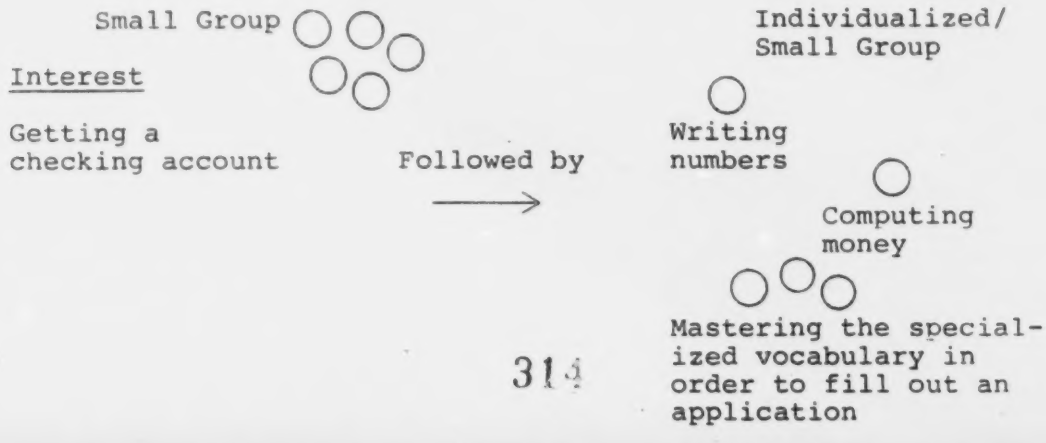
Life skills interests and needs - Students with similar interests and goals are grouped together. This grouping may be complicated by the fact that the group may be comprised of students at different skill ability levels which necessitate a variety of material on the same topic but at different skill levels.

Quite often, when this type of grouping is utilized, the life skill is addressed in the group, and later reinforcement is done in grouping or individually based on the students basic skill needs.

Example:



In this example, the small group is addressing "checking accounts." Follow-up activity, conducted individually for some and in a small group for others, addresses the basic skills which will eventually enable the mastery of the life skill.

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Basic life skill grouping - This type of grouping involves looking at both the basic and life skill needs of the students. Students with similar life and basic skill needs are placed in the same group. This method may take more planning and be more difficult to manage but may be more efficient. Students as a group are introduced to a life skill and then review the enabling skills unique to the life skill all within that same group.

Example:

Small Group

Life Skill Interest

Nutrition

Enabling Skills

* Finding main idea
* Finding details

Small Group

Basic Skill Need

"-at" "-ap" "-op" word patterned vocabulary

Life Skill Context

* The newspaper

In this example, one group has an interest in learning about nutrition and lack similar reading comprehension skills. The members of the group deal with the same nutrition material and practice finding main idea and detail.

The second group is comprised of low-level readers who have expressed a goal of wanting to learn to read in order to read the newspaper. Three word patterns are introduced and practiced. Students then scan a page of the newspaper to find and list more words containing the three patterns. The patterned lists are then used to write "Silly Headlines."

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## Whole Class Approach

In some situations, the instructor may be most comfortable working with the entire class, addressing a specific basic skill or life skill the majority of the class need or desire. Reinforcement, follow-up practice or application is then facilitated in small groups or through individual instruction. This method may result in more student interaction and the economy of presenting information to all students in a shorter amount of time.

## In Summary

Multi-level classes can be managed using individual, small-group, or whole class approaches.

No two ABE classes in the state of Maryland are the same. Therefore, each ABE instructor needs to evaluate the set of characteristics for his/her setting to determine the most effective and efficient management techniques.

* learning centers may emphasize one-to-one facilitated learning, supplemented by small group work.

* multi-level classes may be managed utilizing individual, small-group, whole class, or a combination of the three approaches.

However, whatever the method of approach, it should be one which

* timewise, addresses learner needs most efficiently and economically
* meets the instructors "teaching style"
* addresses learning styles and preferences
* provides for the learning of basic or enabling skills in the context of life situations.
* utilizes learning materials at all skill levels and about various life skill topics

# ESOL INSTRUCTOR'S OVERVIEW
## Introduction

The ABE/ESOL program is designed to offer English language instruction to adults who lack the speaking, listening, reading and writing skills necessary to function in an English speaking environment. The second language learner brings to the classroom a multitude of personal experiences, abilities, skills, and expectations which may differ markedly from those of a native English speaker. In addition, the ESOL student may have no or limited literacy skills in his or her native language. This is significant because literacy skills in any language transfer to the learning of a new language. In their absence, however, they must be taught.

Since the adult ESOL students probably represent several different cultures and have developed coping skills for functioning in several social systems, it is essential for those working in an ESOL program to be sensitive to cultural differences.

The MAPP-ESOL instructional program is a competency-based language learning process which emphasizes the acquisition of practical, functional English language skills that will relate to the learner's daily life.

In competency-based language education, the learner can help determine what will be learned. At the beginning level, very basic language proficiency skills are needed. At the intermediate and advanced levels, students can articulate their needs and interests.

Language skill strengths and weaknesses need to be determined for each ESOL student in the ABE program to assure proper placement. Learning objectives and instructional programs are then developed which reflect the language needs of the learner.

Scope and sequence of the language proficiency skills have been defined and are an integral part of the MAPP-ESOL instructional program. Basic skills refer to listening, speaking, reading, writing, and culture and the linguistic skills of grammar and pronunciation. These skills enable students to function in an English-speaking society.

The learning competencies reflect activities and language skills that the ESOL student should be able to perform in English. These competencies have been grouped into areas which adults typically encounter every day.

Basic English language skills must be mastered before sophisticated vocabulary and structures are attempted. Language learning can be viewed as spiral in nature, and constant review and practice are needed.

## CBAE Instructional Program

The ESOL instructional program:

* Has clearly defined stated learning objectives for both basic English language skills and life skills;
* Focuses on language skills that are relevant to everyday living;
* Stresses the application of language learned to practical situations;
* Makes use of a variety of resources;
* Utilizes a variety of approaches;
* Monitors student progress; and
* Emphasizes measuring success by actual demonstration of language proficiency in real life situations.

## Functions of an ESOL Teacher

The ESOL teacher is vital to the success of the competency-based program.

The teacher:

* Creates a warm, supportive, relaxed classroom climate;
* Establishes an atmosphere of mutual cooperation and respect;
* Is sensitive and responsive to the individual's needs, goals, and interests;
* Assesses and evaluates learner's background, strengths, weaknesses, interest, and goals;
* Helps the learner determine realistic learning objectives;
* Makes available a variety of learning experiences and materials;
* Maintains progress records;
* Helps the learner monitor and assess progress; and
* Is sensitive to the different cultures represented in the classroom.

## Integration of Language and Life Skills

The Learning Competencies form the framework for the Project MAPP-ESOL Instructional Program. Their purpose is to provide adult ESOL students with the necessary lifeskills and language abilities to function in their daily lives. Most adult ESOL students are nonacademic language learners who must learn a language primarily to live and work -- not to attend school. The Competencies provide a melding of practical knowledge and of language proficiency.

The adult has a need to see relevancy at the time of learning. Therefore, language skills are best learned in context, not isolation. Language skills need to be related continuously to a functional context which these adult learners can readily apply in day-to-day living situations. The academic skills are not ends in themselves but are means to the end. Presenting the language skills through direct application to life situations and problems is effective. The satisfied adult learner is one who sees meaning and utility in what he/she is learning.

Keeping in mind the importance of both language and life skills, the focus of the instructional program is then to provide a learning atmosphere which emphasizes the integration of both.

## ESOL Instruction

Competency-based ESOL curriculum ensures that practical, functional, and relevant language skills are taught. Many methods and techniques have been developed for the ESOL classroom, and the ones used in any given classroom are the prerogative of the teacher. In other words, an ESOL teacher in a competency-based program may use any methods he/she has been trained in and may approach the given competency in any way that is the most comfortable for him/her.

For example, when dealing with the topic of transportation, a teacher with a grammar orientation may decide to teach general question patterns, prepositions of locations, and imperatives and then apply these linguistic skills (with appropriate vocabulary) to the topic of transportation:

| | |
|---|---|
| Beginner: | Where is the .....?<br>next to, in front of, behind, etc. Go,<br>Take |
| Intermediate: | Would you please tell me how to get.....?<br>to the right of, close to, etc. Turn,<br>Get off |
| Advanced: | Could you please tell me where .....?<br>directly in back of, from the<br>nearest....., in relation to<br>Transfer, Exit |

Competency-based ESOL instruction emphasizes aural/oral proficiency. Seventy-five to eighty percent of class time is spent on aural/oral work, with reading and writing activities (copy work, close activities, learning experience charts, brief original dialogs, and textbook exercises) serving to reinforce what has been mastered orally.

In a program in which students are leveled by language proficiency, the teacher can plan group lessons which will meet the students' linguistic needs and enable the students to perform a given competency in English effectively. The pace of the class can be adjusted to the group's ability, and the teacher can employ techniques to maximize practice time amongst the students.

Diversity is inherent in most ESOL programs; it becomes increasingly important to use all the resources and techniques available to make classtime a productive time for all. Some techniques should include pair and small group work, and peer tutoring. In addition, having the assistance of a volunteer or aide helps the teacher manage the classroom and facilitate the plan.

A sample plan outlining multi-level class(es) during the initial phase of a transportation unit might look like the following:

AREA: TRANSPORTATION
Using Public Transportation

| | | B | I | A |
|---|---|---|---|---|
| LIFESKILL COMPETENCIES: | *identifying coins & bills | x | x | x |
| | *asking for & making change | x | x | x |
| | *interrupting | x | x | x |
| | *comparing currency of native country with United States | | x | x |
| LANGUAGE COMPETENCIES: | *question formation | x | x | x |
| | *have, has | x | x | x |
| | *comparative, superlative degrees | | x | x |
| | *reported speech | | | x |

MATERIALS:
*U.S. coins/bills
*coins/bills from other countries (to be brought to school by students)
*data on foreign exchange rates
*dittos

ACTIVITIES:
*repetition/substitution drills
*dialogue
*roleplay
*student interviews

Time Management Plan

| | B | I | A |
|---|---|---|---|
| 30 Min. | Teacher introduces basic vocabulary to class. Students count own change. Students write their names on board with amount of their change. | | |
| 30 | *Pair practice of above material<br>*Write sentences<br>*Copy term/value matching and do | *Teacher uses board material to practice comparative/ superlative. (Who has more, Lian or Anna? Who has the most? etc.) | |
| 30 | *Teacher reviews work and introduces dialogue, "Do you have change for a dollar? | *Students use guiding questions to interview each other about foreign currency. | |
| 30 | *Beginning students go to intermediate students to practice dialogue: Excuse me, do you have change for a _____? I need change for the _____. (Count out change) Thank you. | | *Teacher reviews above material and introduces sequence of tenses in reported speech. |
| | | *Follow up on comparative/superlative given for homework. | *Follow up ditto on reported speech given for homework. |

Ideally, the next lesson would begin with a brief review of terms and questions such as "Who had the most change yesterday?" and "Do you have change for a quarter?" The advanced group would be asked to recall information about foreign currency and fiscal situations using reported speech. Continuation of the competency topic then might begin with the teacher's question to the class, "How much is a bus ride?" or How much does it cost to ride the bus?"

This sample plan was prepared for class working without an aide. Trying to keep three levels busy without another pair of hands can be exhausting. Another facilitator in the room to answer questions, to guide roleplays and grammar work, and to give more oral practice surely enhances the program. If a teacher must work alone and if the population is more homogeneous, perhaps only two levels need be addressed, simplifying both planning and class management.

Finally, it is important that there is some time in which the class is addressed as a whole and also important that there is interaction between students of different proficiency levels. These things help engender a feeling of group unity in the presence of such a multitude of differences.

## MAPP-ESOL Placement Proficiency Levels - Oral

### Beginning Level

Students at the beginning levels will illustrate the following proficiencies of language acquisition.

Pronunciation is often unintelligible. Student makes frequent errors in simple grammar structure. Native speaker has great difficulty with understanding. Vocabulary is limited which often causes frustration and silence.

Except for memorized expressions, every utterance requires obvious effort with frequent hesitation and mispronunciations.

Student may require much repetition to understand conversation and may understand only very simple, short familiar or memorized utterances.

### Intermediate Level

Pronunciation is usually intelligible though often faulty.

Student has fair to good grasp of grammar but makes errors in complex structures.

Vocabulary is limited often resulting in verbal groping or momentary silence but is adequate for participation in conversation with native speakers in practical, social, or work-related topics.

Students can understand most speech directed to them but sometimes cannot follow conversations with native speakers speaking at a normal rate of speed.

### Advanced Level

Pronunciation -- accent is present but does not interfere with comprehension.

Student has good control of most basic syntactic grammar patterns.

Student has broad control of vocabulary which allows the student to convey meaning accurately in reasonably complex sentences but does have some difficulty with idiomatic and colloquial expressions. The student understands most of what is said to him; can follow speeches, clear radio broadcasts, and most conversations between native speakers but may miss some details.

## MAPP-ESOL Placement Proficiency Levels - Reading

### Beginning Level

May be able to recognize the letters of the alphabet and vocabulary limited to essential needs such as names, dates, street signs and other short informative signs. Material understood rarely exceeds a single phrase and comprehension requires successive rereading.

### Intermediate Level

Can read informational materials -- advertising and notices. Can understand simple messages, paragraphs, letters or adapted prose, but may have to read material several times before comprehending. Beginning to make reasonable guesses at unfamiliar vocabulary in context.

### Advanced Level

Can read uncomplicated, unadapted prose meant for the general public -- announcements, newspapers, magazines -- and authentic material on familiar subjects. Able to read the facts but cannot draw inferences. Can read for pleasure.

## MAPP-ESOL Placement Proficiency Levels - Writing

### Beginning Level

May be able to write the letters of the alphabet, copy words and phrases, and write memorized materials and simple biographic information.

### Intermediate Level

Has sufficient control of writing system to meet survival needs and some limited social demands. Able to compose short paragraphs and letters and take simple notes. Writing, though faulty, is comprehensible to native speakers used to dealing with foreigners.

### Advanced Level

Able to write cohesive summaries, descriptions and compositions about most common topics with some precision and in some detail. Weaknesses and unevenness in either grammar or spelling occasionally result in miscommunication. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is obviously foreign.

## BASIC SKILLS

The following is the scope and sequence for the basic skills in listening, speaking, reading, writing, and math. Students are pretested to determine basic skill needs. Individual learning plans are developed to address identified needs which would be selected from the listing below:

L. **LISTENING** - The student will:

L.1. **Listen to recognize words**
- Distinguish auditory clues (rhythm, pattern)
- Identify and distinguish sounds
- Distinguish words
- Recognize rhyming words

L.2. **Listen to develop vocabulary**
- Identify word meanings
- Apply context clues

L.3. **Listen to synthesize information**
- Follow directions
- Determine main idea
- Recall factual detail
- Discriminate between main ideas and details
- Take notes
- Organize ideas in a logical order
- Evaluate information

S. **SPEAKING** - The student will:

S.1. **Speak to be understood**
- Speak clearly
- Use inflection
- Use standard English grammar

S.2. **Speak to get and give information**
- Give information about self
- Ask a question
- Answer a question
- Provide factual detail
- Relate detail in logical sequence
- Give directions

S.3. **Speak to explain**
- Articulate a problem
- Paraphrase, summarize information

S.4. **Speak effectively**
- Describe feelings
- Express an opinion
- Persuade

R. READING - The student will:

R.1. **Demonstrate reading readiness**
Recognize alphabet
Recognize numerals
Demonstrate left to right progression
Identify basic sight vocabulary
Discriminate visual clues
Discriminate auditory clues (rhythm, pattern)
Demonstrate directional vocabulary (oral) - (i.e., under, through, first, last)
Sequence pictures
Categorize pictures
Establish sound symbol relationship

R.2. **Reading using word recognition skills**

R.2.1 Analyze phonetically
Identify initial consonants
Identify final consonants
Identify long and short vowels
Identify letter combinations
Identify word patterns

R.2.2 Analyze structurally
Recognize root words
Recognize prefixes
Recognize suffixes
Separate syllables
Identify compound words
Recognize possessives
Recognize contractions
Differentiate singular and plural words
Recognize abbreviations

R.2.3 Develop vocabulary
Distinguish positional words (i.e. over, under)
Use synonyms, antonyms, and homonyms
Solve word analogies
Utilize context clues
Identify content related sight vocabulary

R.3. **Read using comprehension skills**
Recognize punctuation signals (.,!?)
Classify information
Define main idea
Identify supporting details
Recall details
Develop sequences
Make inferences
Compare/contrast information
Distinguish fact from opinion
Distinguish cause from effect
Draw conclusions
Summarize information
Identify figurative language (idioms, similes, metaphors)

Make predictions
Evaluate information

R.4. **Apply study skills**
Alphabetize words
Follow directions
Skim and scan information
Locate information (dictionary, reference booksets, table of contents, index)
Organize information (notetaking-directed reading activity)

R.5. **Expand reading**
Identify a variety of reading materials such as - novels, short stories, mysteries, plays, poetry, etc.

W. Writing - The student will:

W.1. **Demonstrate legible handwriting**
Form upper case letters
Form lower case letters
Write a signature
Form numerals
Form symbols

W.2. **Demonstrate use of correct spelling**
Spell a list of sight words
Write plural of words
Use prefixes and suffixes
Spell homonyms
Spell contractions
Spell abbreviations
Spell possessives
Spell commonly confused or misspelled words
Apply common spelling rules

W.3. **Demonstrate use of punctuation marks**
Use sentence ending punctuation
Use commas
Punctuate abbreviations
Use quotation marks
Use apostrophes
Use colons
Use semi-colons
Use hyphens

W.4. **Demonstrate the use of capitalization**
Capitalize the first word of sentences
Capitalize proper nouns and proper adjectives
Capitalize titles
Capitalize the word "I"
Capitalize salutations and closings in letters
Capitalize the first spoken word of a quotation

W.5. **Demonstrate the use of correct grammar**
Identify parts of speech
Use subject/verb agreement
Use correct pronoun agreement and form
Use appropriate verb tenses
Use irregular verb forms
Use contractions
Use possessives

W.6. **Demonstrate the use of correct sentence structure**
Distinguish between a sentence and a phrase
Identify subject and predicate
Recognize four kinds of sentences (Dec., Inter., Imp., Excl.)
Identify types of sentences (simple, compound, complex)
Use modifiers

W.7. **Demonstrate composition skills**
Write a sentence
Write a paragraph
Develop a simple outline (topical, phrase, sentence)
Construct a personal letter
Construct a business letter
Use basic proofreading skills

M. MATHEMATICS - The student will:

M.0. **Demonstrate precomputational skill**
Recognize numerals
Establish one-to-one correspondence
Demonstrate place value
Read numerals
Write and identify numerals
Explain math vocabulary

M.1. **Compute using whole numbers**
Add whole numbers
Subtract whole numbers
Multiply whole numbers
Divide whole numbers
Perform multiple operations using whole numbers
Estimate and round whole numbers
Solve whole number word problems

M.2. **Compute using decimal fractions**
Add decimal fractions
Subtract decimal fractions
Multiply decimal fractions
Divide decimal fractions
Perform multiple operations using decimal fractions
Convert decimal fractions to common fractions or percents
Estimate and round decimal fractions
Solve decimal fraction word problems

M.3. **Compute using fractions**
Recognize fractional amounts
Understand fraction vocabulary
Add common or mixed fractions
Subtract common or mixed fractions
Multiply common or mixed fractions
Divide common or mixed fractions
Perform multiple operations using fractions
Convert common or mixed fractions to decimal fractions or percents
Solve fraction word problems

M.4. **Compute using percents**
Apply a percent to determine amount of discount
Apply a percent in a context not involving money
Calculate percents
Convert percents to common, mixed, or decimal fractions
Calculate interest
Solve percent word problems

M.5. **Use expressions, equations, or formulas**
Recognize or evaluate simple consumer formulas
Recognize or evaluate simple geometric formulas
Recognize or evaluate simple algebraic formulas

M.6. **Use measurement**
Convert U.S. Customary and Standard International Metric System of measurement
Measure linear dimensions, geometric shapes, or angles
Measure area and volume of geometric shapes
Use measurement instruments
Interpret scale drawings
Calculate with units of time
Solve measurement problems

M.7. **Interpret data from graphs or compute averages**
Interpret data given in bar graph
Interpret data given in a picture graph
Interpret data given in a circle graph

MARYLAND/CASAS
LIFE SKILLS COMPETENCIES

0. Basic Communication - The student will:

0.1 Social Language

0.1.1 Identify name, address, telephone number, occupation, country of origin, age, native language, birthdate, and sex *E

0.1.2 Identify other family members by name and relationship *E

0.1.3 Use introductions, informal greetings, and leave taking *E

0.1.4 Describe daily routines *E

0.1.5 Express an opinion about a current event

0.2 Personal Identification

0.2.1 Ask and answer questions about present history, education, and job experience *E

0.2.2 Identify, read/write name, address, telephone number, occupation, country of origin, age, native language, birth date, and sex *E

0.2.3 Read and complete a simple application asking for personal information *E

0.2.4 Read/write information describing a daily routine/schedule *E

0.2.5 Read a personal letter, thank-you notes, and invitation *E

0.3 Classification/Cultural Awareness

0.3.1 Differentiate between first and last names *E

0.3.2 Explain customs pertaining to introductions, name usage, and titles *E

*E Identifies validated ESOL competencies

1. Consumer Economics - The student will:

1.1 Use weights, measures, measurement scales, and money.

1.1.0 Identify the correct picture or appropriate response from oral clues *E

1.1.1 Interpret recipes *E

1.1.2 Use the English system *E

1.1.3 Interpret maps and graphs *E

1.1.4 Select, compute, or interpret appropriate measurement for length, width, perimeter, area, volume, height, or weight *E

1.1.5 Interpret temperatures *E

1.1.6 Count, convert, and use coins and currency and ($) and (.)

1.1.7 Interpret product container weight and volume

1.1.8 Compute averages

1.1.9 Interpret clothing and pattern sizes or use height and weight tables *E

1.2 Apply principles of comparison shopping in the selection of goods and services.

1.2.0 Identify the correct picture or appropriate response from oral clues *E

1.2.1 Interpret advertisements, labels, or charts to select goods and services *E

1.2.2 Compare price or quality to determine the best buys for goods and services

1.2.3 Compute discounts

1.2.4 Compute unit pricing *E

1.3 Understand methods and procedures used to purchase goods and services.

1.3.0 Identify the correct picture or appropriate response from oral cues

1.3.1 Compare different methods used to purchase goods and services

1.3.2 Interpret credit applications and recognize how to use and maintain credit

1.3.3 Identify methods used to purchase goods and services

1.3.4 Use catalogs, order forms, and related information to purchase goods and services

1.3.5 Use coupons to purchase goods and services *E

1.3.6 Use coin operated machines

1.3.7 Interpret information or directions to locate consumer goods (see also 2.5.4)

1.4 Understand methods and procedures to obtain housing and services and related maintenance.

1.4.0 Identify the correct picture or appropriate response from oral clues *E

1.4.1 Identify different kinds of housing (see also 1.4.2) *E

1.4.2 Interpret classified ads and other information to locate housing *E

1.4.3 Interpret lease and rental agreements

1.4.4 Interpret information to obtain housing utilities

1.4.5 Interpret information about the rights of a renter and the rights of a landload

1.4.6 Interpret information about housing loads and home related insurance

1.4.7 Interpret information about home maintenance (see also 1.7.4)

1.4.8 Recognize home theft and fire prevention measures

1.5 Apply principles of budgeting in the management of money.

1.5.0 Identify the correct picutre or appropriate response from oral cues

1.5.1 Interpret information about personal and family budgets

1.5.2 Plan for major purchases (see also 1.5.1)

1.5.3 Interpret bills (see also 2.1.4) *E

1.6 Understand consumer protection laws and resources.

1.6.0 Identify the correct picture or appropriate response from oral cues

1.6.1 Interpret food packaging labels (see also 3.5.1)

1.6.2 Identify consumer protection resources available when confronted with fraudulent tactics

1.6.3 Identify procedures the consumer can follow if merchandise is defective or inappropriate

1.7 Understand procedures for the care, maintenance, and use of personal possessions.

1.7.0 Identify the correct picture or appropriate response from oral cues

1.7.1 Interpret product guarantees and warranties

1.7.2 Interpret clothing care labels

1.7.3 Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)

1.7.4 Interpret maintenance procedures for household appliances and personal possessions

1.7.5 Interpret directions to obtain repairs

1.8 Use banking and financial services in the community.

1.8.0 Identify the correct picture or appropriate response from oral cues

1.8.1 Demonstrate the use of savings and checking accounts *E

1.8.2 Interpret the procedures and forms associated with banking services *E

1.8.3 Interpret interest or interpret interest-earning savings plans

1.8.4 Interpret information about the types of loans available through lending institutions *E

1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.

1.9.0 Identify the correct picture or appropriate response from oral cues

1.9.1 Interpret highway and freeway signs (see also 2.2.2)

1.9.2 Identify regulations and procedures to obtain a driver's license (see also 2.5.7)

1.9.3 Compute mileage and gasoline consumption

1.9.4 Interpret maps (see also 2.2.5)

1.9.5 Interpret information related to the selection and purchase of a car

1.9.6 Interpret information related to automobile maintenance

1.9.7 Recognize what to do in case of automobile emergencies

1.9.8 Interpret information about automobile insurance

2. Community Resources - The student will:

2.1 Use the telephone.

2.1.0 Identify the correct picture or appropriate response from oral cues *E

2.1.1 Use the telephone directory and related publications to locate information *E

2.1.2 Identify the procedures to locate emergency numbers and to place emergency calls *E

2.1.3 Interpret information about time-zones

2.1.4 Interpret telephone billings *E

2.1.5 Interpret telegram rates and procedures

2.1.6 Interpret information about using a pay telephone

2.1.7 Take telephone messages *E

2.2 Understand how to locate and use different types of transportation and interpret travel information.

2.2.0 Identify the correct picture or appropriate response from oral cues *E

2.2.1 Ask for, give, follow, or clarify directions *E

2.2.2 Recognize and use signs related to transportation (see also 1.9.1) *E

2.2.3 Identify or use different types of transportation in the community *E

2.2.4 Interpret transportation schedules and fares *E

2.2.5 Use maps relating to travel needs (see also 1.9.4)

2.3 Understand concepts of time.

2.3.0 Identify the correct picture or appropriate response from oral cues

2.3.1 Interpret clock time *E

2.3.2 Identify the months of the year and the days of the week *E

2.4 Use the services provided by the Post Office.

2.4.0 Identify the correct picture or appropriate response from oral cues

2.4.1 Address letters *E

2.4.2 Interpret postal rates and types of mailing services

2.4.3 Interpret postal service forms

2.4.4 DELETE

2.4.5 Identify the process for tracing a lost letter or parcel

2.4.6 Interpret a postal money order form *E

2.5 Use community agencies and services.

2.5.0 Identify the correct picture or appropriate response from oral cues *E

2.5.1a. Identify local community resources

2.5.1 Locate agencies that provide emergency help and how to effectively use them

2.5.2 Identify how and when to apply for governmental services such as Social Security and Medicare (see also 4.1.1)

2.5.3 Locate medical and health facilities in the community (see also 3.5.6)

2.5.4 Read, interpret, and follow directions found on signs and directories (see also 1.3.7) *E

2.5.5 Identify educational services and facilities and how to use them

2.5.6 Use library resources, reference materials, content tables, indexes, and dictionaries

2.5.7 Interpret permit and license requirements (see also 1.9.2)

2.5.8 Interpret information found in newspapers, periodicals, business letters, pamphlets and publications (see also 1.2.1, 1.4.2, and 4.1.4)

2.5.9 Identify child care services in the community (see also 3.5.7)

2.5.10 Identify needs and concerns to a community service provider

2.6 Use leisure time resources and facilities.

2.6.0 Identify the correct picture or appropriate response from oral cues

2.6.1 Interpret information about recreational and entertainment facilities and activities

2.6.2 Locate information on T.V., movies, and other recreational listings

2.6.3 Interpret information about planning vacations and making reservations

2.6.4 Interpret restaurant menus and compute related costs *E

2.7 Understand communication skills between user and service provider.

3. Health - The student will:

3.1 Understand common ailments and seek appropriate medical assistance.

3.1.0 Identify the correct picture or appropriate response from oral cues

3.1.1 Interpret information about illness, including the description of symptoms and doctor's directions *E

3.1.2 Identify information necessary to make or keep medical and dental appointments *E

3.2 Understand medical and dental forms and related information.

- 3.2.0 Identify the correct picture or appropriate response from oral cues
- 3.2.1 Fill out medical health history forms *E
- 3.2.2 Interpret immunization requirements
- 3.2.3 Interpret information associated with medical, dental, or life insurance

3.3 Understand how to select and use medications

- 3.3.0 Identify the correct picture or appropriate response from oral cues
- 3.3.1 Identify and use necessary medications (see also 3.3.2 and 3.3.3) *E
- 3.3.2 Interpret medicine labels (see also 3.3.1 and 3.4.1)
- 3.3.3 Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1) *E

3.4 Understand basic health and safety procedures.

- 3.4.0 Identify the correct picture or appropriate response from oral cues
- 3.4.1 Interpret product label directions, warnings, danger signs, and symbols (see also 1.7.3 and 3.3.2) *E
- 3.4.2 Identify safety measures that can prevent accidents and injuries *E
- 3.4.3 Interpret procedures for simple first-aid.
- 3.4.5 Recognize problems related to drugs, tobacco, and alcohol, and identify where treatment may be obtained

3.5 Understand basic principles of health maintenance.

- 3.5.1 Interpret nutritional related information listed on food labels (see also 1.6.1)
- 3.5.2 Select a balanced diet using the basic food groups
- 3.5.5 Identify practices that promote cleanliness and hygiene

3.5.6 Interpret information and identify agencies that assist with family planning (see also 2.5.3)

3.5.7 Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9)

3.5.8 Identify practices that promote mental well-being

3.5.9 Identify practices that promote physical well-being

4. Occupational Knowledge

4.1 Understand basic principles of getting a job.

4.1.1 Interpret governmental forms related to seeking work such as applications for social security (see also 2.5.2)

4.1.2 Interpret job applications, resumes, and letters of application *E

4.1.3 Identify and use sources of information about job opportunities such as job descriptions and job ads *E

4.1.5 Recognize standards of behavior for job interviews and select appropriate questions and responses during job interviews *E

4.1.7 Identify appropriate behavior and attitudes for getting a job

4.1.8 Identify appropriate skills and education for getting a job in various occupational areas

4.2 Understand wages, benefits, and concepts of employee organizations.

4.2.1 Interpret wages, wage deductions and benefits, including wage informational charts, pamphlets, and forms

4.2.2 Interpret information about employee organizations

4.2.3 Interpret employment contracts and union agreements

4.2.4 Interpret employee handbooks

4.3 Understand safety standards and procedures in the work place.

4.3.1 Interpret safety signs found in places of employment and public buildings

4.3.2 Interpret work safety manuals and related publications

4.3.3 Identify safe work procedures including wearing safe work attire

4.3.4 Identify procedures for reporting job hazards and job related accidents, injuries, and damages

4.4 Understand basic principles of keeping a job and getting a promotion.

4.4.1 Identify appropriate behaviors, attitudes, and social interaction for keeping a job and getting a promotion

4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion

4.4.3 Recognize and use occupational signs, charts, forms, and written directions

4.4.4 Interpret job responsibilities and performance reviews

4.4.5 Interpret task related communications such as following, clarifying, giving or providing feedback to oral instructions

5. Government and Law

5.1 Understand concepts of voting.

5.1.1 Identify voter qualifications

5.1.2 Interpret a voter registration form

5.1.3 Interpret a ballot

5.2 Understand historical information

5.2.0 Identify the correct picture or appropriate response from oral cues.

5.2.1 Interpret information about U.S. history

5.2.2 Identify or interpret U. S. historical documents

5.2.3 Interpret information about world history

5.3 Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice

5.3.1 Interpret common legal forms, rules and ordinances

5.3.5 Interpret information about traffic tickets

5.4 Understanding concepts of taxation

5.4.1 Interpret income tax forms

5.4.2 Compute or define sales tax

5.4.3 Interpret tax tables (see also 5.4.1 and 5.4.2)

5.4.4 Interpret tax information from articles and publications

OTHER VALIDATED ESOL COMPETENCIES THAT ARE NOT MATCHED WITH MAPP/CASAS COMPETENCIES

1. Consumer Economics

Shopping

* Identify items of clothing accessories, appliances, and other items; (not specifically mentioned; related to CE 1.2.0)

* Ask for change (not specifically mentioned; related to CE 1.1.6)

Food

* Identify common food and drink items in the U.S.

* Ask for and give the location of a food item in a supermarket (not specifically stated; related to CR 2.2.1)

* Match a picture of a food item with the work (not specifically stated; related to CE 1.2.0)

* Make a store shopping list

* Write a simple menu for breakfast, lunch, and dinner

* Use basic table etiquette

Housing

* Identify number on house/apt. (not specifically stated; see Basic Skills)

* Identify the rooms of a house

* Identify (read/write) common household furnishings, items, and appliances

* Read a "for rent" and "for sale" sign (not specifically stated; related to CR 2.5.4)

General Information

* Identify colors (read/write)

* Identify (read/write) letters of the alphabet (see Basic Skills Listing)

2. Community Resources

* Make a long distance and international telephone call

* Interpret child's report card and notes from school

* Complete complicated forms (e.g. loans, credit applications) related to CE 1.8.4

* Make reservations on a plane, train or bus

* Fill out an application for a learner's permit

3. Health

* Identify parts of the body (internal and external)

* Call to renew a prescription

* Read a thermometer (not specifically stated; related to CE 1.1.5)

* Label body parts

4. Occupational Knowledge

* Use the telephone to inquire about a job (not specifically stated but related to OK. 4.1.3)

* Fill out a simple job application

# GLOSSARY

ABE - adult basic education

APL - Adult Performance Level

Applied performance test - a test that measures performance on tasks significant to real life. The student actually tries to perform the desired task rather than answer questions about it.

Assessment competency list - a set of measurable statements validated by the CASAS consortium

Assessment record form - a record that collects required assessment data needed for reporting

CASAS - Comprehensive Adult School Assessment System

CASAS Item Bank - approximately 6000 test items developed to measure life skill competency statements along a continuum of difficulty

CBAE - competency-based adult education

CCHOG - the five content areas of the learning competency list: Consumer Economics, Community Resources, Health, Occupational Knowledge and Government and Law.

Competency - a specific skill or ability that can be demonstrated

Competency-based adult education - a performance-based process leading to the demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society

Completer - a student who leaves the program because his/her learning goals have been achieved or because he/she has acquired to prerequisites to enter the next program

Content area - one of the five knowledge areas as determined by the APL study

Criterion-referenced test - a test that measures explicit objectives and provides absolute scores for each objective

Diagnosis - an analysis of strengths and weaknesses which assists in determining relevant instruction

ESOL - English for speakers of other languages

Exit level test - a test used to provide information about a student's level of mastery on specified competencies

Evaluation - the process of systematically identifying, collecting, analyzing, reporting and using information about the education program in order to make sound decisions

Information sheet - a form to record student demographic information

Interest survey - a record where a student states learning goals and interests

LEA - local educational agency

Learning competency list - a set of measurable statements which offers an instructional framework

Learning plan - a record mutually designed by the instructor and student that states the student's learning objective, how the objective will be learned, and how the learning will be assessed

Learning strategies - the activities that facilitate the learning of skills within a competency

MAACCE - Maryland Association for Adult, Community, and Continuing Education

MAPP - Maryland Adult Performance Program

Materials match - the cross reference of materials (commercial, community resource, computer software) to specific competency topics

MSDE - Maryland State Department of Education

Norm-referenced test - a test designed to give scores on a few broad domains in terms that tell where a student ranks relative to other students

Performance measure - the criteria by which one demonstrates mastery of skills within a competency

Placement test - a test which "places" a student into a program level and into the appropriate level of the Survey Achievement test

Related basic skill(s)-one or more basic skills in reading, writing, speaking, listening, and/or mathematics that will enable one to master a particular competency

Related life skill(s) - one or more general life skills that will enable one to master a particular competency

SAFE - Student Activity Flow Evaluation

Standards - the elements that determine whether a SAFE consideration is implemented effectively

Student progress record - a record that includes what an individual student has learned

Student profile - a comprehensive individual student record

Survey Achievement class profile - a chart indicating the results (in terms of task areas) of Survey Achievement pre-test and providing a picture of the class as a whole

Survey Achievement test - a test consisting of three levels constructed to measure overall student progress. Content and range of item difficulty are matched in the pre- and post tests.

Topic - a specific learning area within a competency

USOE - United States Office of Education

Withdrawal - a student who leaves the program before successful completion of his/her learning goal(s)

# HISTORY OF THE MARYLAND ADULT PERFORMANCE PROGRAM (MAPP)

## The Need

Nearly three in every ten adults in Maryland have not completed high school as reported by the 1980 census. Half of this group (almost half a million people) have only finished eight years or less of schooling. The Maryland State Department of Education (MSDE) annually funds programs to serve about 30,000 of these citizens in Adult Basic Education (ABE) activities and English as a Second Language (ESOL) classes in each of the state's 24 subdivisions. Among those served, 22 percent have less than the equivalent of a fourth grade level education. These are the adults who cannot read, write or compute in the simplest of situations. Left without help, they are condemned to life at a subsistence level.

Since most of these adults do not see the educational route as the answer to their problems, returning to an educational setting takes courage and commitment. They arrive in class with fears and uncertainties. Because of these uncertainties, the classroom environment must be supportive and structured to meet their adult needs.

## The Background

Funding is a critical factor in the delivery of ABE programs. Federal funds support each student in the amount of $46.33 a year. Local support averages $78.59 per students. There is no room for waste. Programs must be carefully targeted to achievement levels and must be of a quality and content that responds to adult students' needs, offering skills that can be immediately applied in their daily lives.

Research shows that the competency-based adult education (CBAE) instructional process is appropriate for adults because it provides a means to establish a learning environment responsive to the students' needs and is one that ABE teachers and administrators can readily implement.

## The Development

Project MAPP was initiated by MSDE because of its commitment to the CBAE learning process and its desire to provide statewide accountability. In order to fulfill this commitment, MSDE funded several projects over a period of six years to implement a CBAE learning process in ABE programs in the State.

Conducted in 1982-83, the first special project was funded to survey local administrators to determine the extent of CBAE in their programs. The project summary indicated that 5 out of 24 ABE programs and 2 out of 3 ESOL programs had elements of CBAE already in place.

The Martingham Conference held in the summer of 1983 was the second step in this implementation process. During a three day conference, ABE administrators, teachers, and students wrote competencies in the APL (Adult Performance Level) life skill areas of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law and the basic skill areas of Listening, Speaking, Reading, Writing, and Computation. All competencies were then validated by ABE programs during the 1983-84 academic year.

Beginning in 1983, the next step was to fund three special projects to develop products to assist programs in inplementing a CBAE process.

The Assessment Component, funded through Howard Community College was responsible for placing students into a program, monitoring student progress, and verifying competency attainment. The products of this project include placement and survey achievement tests used by every program. Other testing options are included in the Administrator's Assessment Packet.

The Instruction Component, funded through Montgomery County Public Schools, focused on learning objectives, determined enabling skills, identified instructional materials, and suggested teaching strategies and techniques. The product of this project was orginally an instructional manual which was later replaced by the following instructional booklets: The Vocabulary Booklet, The Learning Strategies Sampler, and The Materials Match.

Funded through Harford Community College, the Management/ Guidance Component was responsible for organizing the entire system while focusing on student needs, establishing the record-keeping procedures, and guiding program evaluation. The Management Manual is available to assist programs in implementing and monitoring a CBAE process.

All three projects conducted staff development activities by disseminating information, providing technical assistance, and training personnel in CBAE processes and Project MAPP procedures.

Phasing in Project MAPP in local programs throughout the State was implemented over a period of four years. MSDE has taken responsibility for ongoing revisions to the project and continued staff development activities for program personnel.

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